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**RESPECT: a personal development programme for  
young people at risk of social exclusion**

**Phase One Evaluation Report**

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June 2007

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## Summary

The RESPECT programme is governed by a partnership of organisations which work within the Cheshire Fire and Rescue Service area of Cheshire, Halton and Warrington. It brings together a number of elements of the fire and rescue service's earlier work in a concerted attempt to tackle wider challenges pertinent to the fire services whilst working in partnership with other agencies.

RESPECT, which has been funded for three years from the Government's *Invest to Save* initiative, is a targeted intervention for young people who are aged 11 to 16 years and who are disaffected and/or displaying anti-social behaviour. The programme aims to re-motivate young people who may be temporarily or permanently excluded from school, be in danger of exclusion, have a high level of unauthorised absences, be involved in anti-social behaviour and/or be known to the Youth Offending Teams.

The RESPECT programme comprises a number of different elements. These are a Stage One course led by fire service personnel, a Stage Two course which offers one-to-one and small group work led by the Youth Federation, a school holiday project and detached youth work led by Halton Youth Service. The initiative aims to offer different styles of delivery in the hope that one will be an appropriate and acceptable means of engaging each individual within the target group.

A three year evaluation was built into the RESPECT bid in order that the individual, community and societal benefits of the programme could be quantified and evidenced. This report is the first to be produced as part of the evaluation and is designed to provide an account of the establishment of the programme and its first seven months of operation.

### **The implementation phase**

For the RESPECT programme, the period from September 2006 to March 2007 was a time of strategic and operational developments and the start of their direct work with young people.

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## **Strategic developments**

- A Governance Board was established to bring together partner agencies in a formal decision making body for the programme. This body is also a forum for the sharing of information about RESPECT (along with the Practitioners Group, personal contact with RESPECT staff and the dissemination of programme publicity and documentation).
- The active involvement of partners and increasing awareness about RESPECT were key components of the development of the programme in its initial stages. The major strategic issues identified by the implementation evaluation were observations about the standing of the RESPECT programme within the organisations that form the partnership, the composition of and attendance at the Governance Board and the accuracy and breadth of the programme's publicity.

## **Operational developments**

- The timescales associated with the development of each element of the RESPECT programme have varied and during the period from September 2006 to March 2007 there were many more operational issues raised in relation to the Stage One programme than for the other elements. Whilst by January 2007, a total of 99 young people had been referred and allocated to nine Stage One courses, it took much longer for the Stage Two courses to become operational and the detached youth work was not launched until February 2007.
- Since September 2006, working practices were developing alongside the delivery of the programme as issues were identified. The RESPECT programme managers took on board many of the comments that were made about the September 2006 Stage One courses and changed things before and during the courses that started in January 2007 but the implementation evaluation identified a number of issues that continued to have an impact on the delivery of the programme. These relate to the suitability of some premises, additional support for individual young people on the Stage One course, the role of the Practitioners Group, levels of staffing, the time taken for different elements of the programme to become operational, the interaction of different elements of the programme, the level of referrals and managing late starters, non-attendance and course leavers.

## **The evaluation**

- The evaluators have been involved in many elements of the programme through attendance at meetings and groups, observation sessions, interviews with staff and

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young people and focus groups. The evaluators have found that members of the RESPECT programme have been positive about the role of the evaluation and staff have been accessible and open in sharing their experiences. The first phase of the evaluation, however, identified three particular issues; incomplete or inaccurate referral and attendance paperwork, a lack of information about when people leave the Stage One course, and the need to add to the information about the RESPECT programme that is being recorded on the Connexions database.

This phase one evaluation report covers the development of the RESPECT programme between September 2006 and the middle of March 2007 and so the findings are a snapshot at one point in time. As the programme and its systems and procedures are developing, some of the issues raised here will now have been addressed. Later evaluation reports will be able to reflect on the extent to which this has happened and how any changes have had an impact upon the programme.

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# Chapter 1

## Introduction

### 1.1 The RESPECT programme

Cheshire Fire and Rescue Service has worked with children and young people for a number of years and in 2003 was granted Beacon Status for Community Cohesion for this work. Individual projects undertaken include counselling services for young arsonists or children who have a propensity to play with fire, cadet schemes and the Prince's Trust. Cheshire Fire and Rescue Service has also run courses with groups of young people, such as *Kooldown* and *Get Up, Get Out (GUGO)*: *Kooldown* is designed to work with young people who are already excluded from mainstream education whilst *GUGO* operates during school holidays to work with young people who are at risk of exclusion or involvement in anti-social behaviour.

The RESPECT programme brings together a number of elements of the Fire and Rescue Service's earlier work in a concerted attempt to tackle wider challenges pertinent to the fire services whilst working in partnership with other agencies. It has been funded for three years from the Government's *Invest to Save* initiative. The initial bid for the RESPECT programme states that it is a targeted intervention for young people living in Cheshire, Halton and Warrington who are aged 11 to 16 years and who are disaffected and/or displaying anti-social behaviour. These young people may:

- be temporarily or permanently excluded from school;
- be in danger of exclusion;
- have a high level of unauthorised absences;
- be involved in anti-social behaviour;
- be known to the Youth Offending Teams.

Cheshire Fire and Rescue Service describe the aim of the RESPECT programme in the following way:

RESPECT aims to transform the lives of young people who have dropped out or are at risk of being excluded from school by triggering changes of behaviour and improving their confidence and self-esteem. Ultimately we wish to develop young people into better citizens who will understand the word 'RESPECT'. (Cheshire Fire and Rescue Service, 2007).

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## **1.2 The evaluation**

A three year evaluation was built into the RESPECT bid in order that the individual, community and societal benefits of the programme could be quantified and evidenced. The programme's terms of reference (Cheshire Fire and Rescue Service, 2007) for the evaluation included the following:

- a risk profile of young people at the first point of contact with the RESPECT programme with the purpose of analysing the most effective interventions, resulting in demonstrable risk reduction;
- the key contributors to attitudinal and behavioural change;
- regular analysis of the programme, including cost benefit analysis and effectiveness in achieving the programme objectives;
- whether the programme has any impact on the provision of services by the partner agencies and if so, the social and economic benefits arising therefrom;
- whether the programme has had any impact on anti-social behaviour and, if so, the economic and social benefits arising therefrom.

The evaluation of the RESPECT programme by the Centre for Public Health Research (CPHR) has two strands, one focusing on implementation and one focusing on outcomes. The implementation evaluation is designed to provide timely information about the dynamics of the operation of the programme and whether or not things are happening as planned: this information can also be used to inform the development of the programme throughout its lifetime. The outcome evaluation is divided into three elements – outcomes for young people, outcomes for the community and outcomes for society. The outcomes for young people are both qualitative and quantitative, the latter involving a 'before and after' study design to capture change at the individual level. The outcomes for the community and society focus on the extent to which the benefits of the programme are 'felt' beyond the individuals targeted.

## **1.3 The content and structure of this report**

This report is the first to be produced as part of the evaluation and is designed to provide an account of the establishment of the programme and its first seven months of operation. This evaluation of the implementation is important in the early stages of the programme as it can provide timely information about the dynamics of its operation which may in turn affect the outcomes at a later date. Timely reporting from the

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implementation evaluation can, in turn, be used to aid the development of the programme.

The information presented in this Phase One report has been gained from 13 meetings with professionals involved with the RESPECT programme in a range of capacities, five observations at sessions with the young people and the evaluation team's attendance at three Governance Boards, one Practitioners' Group and a RESPECT staff team meeting. In January and February 2007, structured interviews were also conducted with the RESPECT programme manager, two referrers to the first 11 week course which ran from September 2006, the Youth Federation and three young people who left the Stage One course. It was not possible to interview the third referrer to the September 2006 Stage One course or the governance board member from Halton Borough Council.

This report outlines the policy context within which the RESPECT programme is being implemented before moving on to the specific model adopted by Cheshire Fire and Rescue Service and its partners. It then explores the implementation of each element of the RESPECT programme between September 2006 and March 2007. The final chapter highlights the implications of the findings for strategy, practice and for the evaluation. An outline of the evaluation strategy is contained in Appendix 1. There is also a glossary at the end of the report.

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## **Chapter 2**

### **Anti-social behaviour and disaffected youth**

#### **2.1 Introduction**

This chapter briefly outlines some of the policy responses to antisocial behaviour, youth crime and disaffected youth. More specifically, it looks at the approaches the Government has taken to tackle these issues, and discusses the Fire and Rescue Service's role within this. Particular attention is paid to schemes that have used various activities in an attempt to engage 'at risk' young people, improve their skills and re-engage them within society.

The Government's 2006 Respect Action Plan (Home Office, 2006) states that anti-social behaviour can take a number of forms including, playing loud music, graffiti, harassment and intimidation. Evidence suggests that factors such as poor parenting, school exclusion, living in deprived areas and drug/alcohol misuse are associated with anti-social behaviour. Youth crime and anti-social behaviour not only impact on local communities, but also cost a reported £3.4 billion a year (Home Office, 2006). The British Crime Survey 2004/05 (cited in Home Office, n.d.a) indicates that only a minority of the adults in England and Wales consider anti-social behaviour to be a problem. Furthermore, the Home Office (n.d.a) states that crime by young people has not risen over the past five years, and youth crime has decreased by 14% between 1995 and 2001. However, despite this, youth crime and anti-social behaviour have received considerable attention in recent years.

#### **2.2 The policy response**

The British Crime Survey 2006 (cited in Home Office, n.d.b) suggests that the Government's drive to tackle anti-social behaviour is having a positive impact. However, tackling youth crime and anti-social behaviour remains a focus of the Home Office's current Public Service Agreement (British Crime Survey, n.d). In an attempt to reduce youth crime and anti-social behaviour, and minimise its impact on local communities, the Government has adopted a dual approach, targeting those who have already offended as well as those who are 'at risk' of offending. By working with such individuals, and trying to reduce the impact of factors which are thought to contribute to offending, the Government argues that it may be possible to prevent those 'at risk' from entering the criminal justice system.



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Fundamental to this strategy was a radical re-organisation of the Youth Justice System which has sought to encourage greater collaboration between agencies such as the police, social services, education authorities, health authorities and voluntary agencies, who all deal with youth offending in one context or another (Home Office, 1997). Through the development of partnerships, it is believed that the systems for identifying and responding to those deemed to be 'at risk' of committing crime will be faster and more effective.

The Government has also adopted a more proactive approach to youth crime by trying to prevent offending behaviour. The *Youth Matters* Green Paper (Department for Education and Skills, 2005), for example, sets out a strategy for offering more opportunities, challenges and support for 'at risk' young people and their families, in order to increase their chances of achieving the *Every Child Matters* outcomes (Department for Education and Skills, 2003). Indeed, *Every Child Matters* stressed the desire for earlier identification of those deemed 'at risk', greater prevention and early intervention. Government publications (Her Majesty's Treasury, 2007) also outline the perceived importance of improving the life chances of young people through engaging them in positive activities such as sport and drama.

### **2.3 Initiatives to tackle social exclusion, youth crime and anti-social behaviour**

A major focus of the Government's initiatives to tackle social exclusion, anti-social behaviour and youth crime is to work with young people and their parents, in order to allow them to identify and address their behaviour whilst taking responsibility for their actions (Bland & Read, 2000). This approach has seen increased provision through Connexions, which can provide, in addition to careers advice and guidance for young people, school-based programmes with the intention of reducing poor behaviour and exclusion. Youth Offending Teams (YOT) can also conduct individual needs assessments with young offenders, to identify the reasons contributing to offending behaviour, any specific needs they may have, and assess the level of risk individual offenders pose to others. Having identified the above, the YOT can provide an individual programme including education/employment, accommodation, drug rehabilitation and treatment for mental health issues. Neighbourhood renewal initiatives have also been implemented in an attempt to provide greater provision and services to poorer areas in an effort to encourage greater social inclusion.

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There has also been a growth in the number of mentoring and diversionary schemes. Diversionary schemes attempt to engage young people in positive activities that may deter them from the influences that contribute to them engaging in crime (Smith & Waddington, 2004; Coalter, 2005) whilst mentoring schemes provide young people with mentors who will attempt to facilitate their entry, for example, into education or training (Piper & Piper, 2000; Colley, 2003).

Centre-based and detached youth work initiatives have also been run as diversionary activities. One such example is a youth work scheme in the Windmill Estate Bridgend, a multi-agency partnership with organisations including the YOT, police and local authorities working to develop and implement the youth work programme. This programme included the development of a drop in centre where young people could participate in diversionary activities including sport, art, drama and educational workshops (Wider Impact Consultancy, 2006).

#### **2.4 The role of the Fire and Rescue Service**

Whilst the Fire and Rescue Service has traditionally played a role in promoting fire safety and education to young people, more recently it has taken an active approach within deprived communities to contribute to the reduction in incidents of youth nuisance in the form of hoax calls and arson. The policy context for the increased involvement of the fire and rescue services in this area is set out in the Office of the Deputy Prime Minister's (ODPM) *Strategy for Children and Young People 2006-2010* (ODPM, 2005). Cheshire Fire and Rescue Service is one organisation that has worked with young people in the arena of early intervention and the development of the RESPECT programme was seen as a way that the Service could, with the involvement of partner agencies, extend their involvement.

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## **Chapter 3**

### **The RESPECT model**

#### **3.1 Introduction**

This chapter outlines the structure of the RESPECT partnership and describes the different parts of the programme. The examination of the model upon which the programme is based is important in order to understand the strengths and weaknesses of the elements which may be contributing to change at different levels. It provides a baseline description of the programme and its processes in order to illuminate mechanisms through which change may occur. The information presented here is drawn from documents produced by the programme (including the bid and publicity material) as well as interviews with staff undertaken as part of the implementation evaluation and attendance and minutes from a number of groups and meetings.

#### **3.2 The RESPECT partnership**

The RESPECT programme is led by a partnership of organisations which operate within the Cheshire Fire Service area of Cheshire, Halton and Warrington. The terms of reference for the programme define the partners as:

- Cheshire Fire Service;
- Youth Federation Cheshire and Warrington;
- Halton Borough Council;
- Warrington Borough Council;
- Cheshire County Council;
- Cheshire and Warrington Connexions;
- secondary head teacher representative.

##### **3.2.1 Structures within the partnership**

Two groups have been established to operate within the RESPECT programme. The first is the Governance Forum, a formal body with a constitution. This Forum (now referred to as the Governance Board), which is chaired by Cheshire's Deputy Chief Fire Officer, comprises representatives from the member bodies (as listed above). The composition of the Governance Board was designed to be at such a level that the members were sufficiently senior to be able to make decisions without having to go back to their organisations.

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The terms of reference state that the Governance Board should meet at quarterly intervals. During the early stages of the programme, it met monthly (in June, July, August and September 2006), followed by meetings in November 2006 and February 2007. A workshop on performance indicators and risk management was also held for Governance Board members in March 2007.

The second forum is the Practitioners Group. This group first met in August 2006 and has met on one further occasion to date. Attendees at the Practitioners Group are usually nominated by the partner organisations. They have included a representative from the Fire Authority and staff from the Fire and Rescue Service, the Youth Federation, Cheshire Police, Connexions, Cheshire County Council Education Support Team, Cheshire Youth Offending Team, Halton and Warrington Youth Services and one high school in Cheshire.

The Practitioners Group was established with the aim of obtaining feedback on the operation of RESPECT from practitioners at an early stage in the life of the programme. The RESPECT project manager suggested that the future role of this Group, however, will be influenced by the nature of tasks delegated from the Governance Board.

### **3.3 The four elements of the programme**

The initial bid for the RESPECT programme envisaged a two stage approach to delivery with an additional school holiday scheme. The idea was to put together different styles of delivery, one of which, it was hoped, would be an appropriate and acceptable means of engaging each individual within the target group. By August 2006, however, it was clear that the preference in the Halton area was for a different approach (see section 3.3.4 below) and so an additional dimension was added to the programme.

#### **3.3.1 Stage One – the 11 week course**

Stage One of the RESPECT programme comprises a one day per week course which is designed to last for 11 weeks. It runs three times per year during school term time and up to 12 young people can attend each course. A number of courses (ranging from three to six in the first year) will run at any one time in different areas of Cheshire and Warrington.

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The concept and structure of Stage One was reputed as having been influenced by the experience of the Cheshire Fire and Rescue Service in their *Kooldown* scheme. Although there has not been a systematic evaluation of *Kooldown*, it was perceived by the Cheshire Fire and Rescue Service and its partners as having been a successful project that had been able to engage with disaffected young people. This was supported by a positive case study which reported as part of the preliminary work for this programme (Caiels, Newall & Thurston, 2006).

The aims and objectives of the RESPECT programme state that the Stage One course aims to provide intensive, disciplined and practical experiences which are designed to encourage young people to take responsibility, think about the consequences of their actions, work in teams and constructively solve problems. The aim of the course is to offer opportunities for participation and achievement and in doing so, trigger attitudinal and behavioural change (Cheshire Fire and Rescue Service, 2006a).

The Stage One course has been designed to last for 11 weeks. The activities to be included are outlined below:

- introduction and training agreement;
- team building;
- basic fire fighter training 1;
- water awareness;
- outdoor activity 1;
- fire awareness and hoax calls;
- road traffic collisions;
- outdoor activity 2;
- live fire;
- basic fire fighter training 2;
- graduation.

The sessions are designed to take place at a variety of locations including local fire stations, fire headquarters, the Petty Pool Outdoor Activity Centre and Delamere Forest.

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### **3.3.2 Stage Two – Youth Federation support**

Stage Two of the RESPECT programme is run by the Youth Federation and is designed to provide more tailored youth work and an informal education programme that addresses specific issues that are impacting on a young person's life. Whilst in the terms of reference, it describes Stage Two as being appropriate for young people who have not responded to Stage One, the Youth Federation also suggests that the larger groups and activities of Stage One may not be appropriate for some young people at all, or certainly in the first instance, and that referrals could be made directly to Stage Two of the RESPECT programme.

The Youth Federation envisaged that Stage Two could be provided on a one-to-one basis or in small groups. They have been running a programme, *Entry to Employment (E2E) Extra*, for young people aged 16 years and over and they were keen to offer a similar model to younger teenagers. Issues to be tackled in Stage Two may include dealing with aggression, drug and alcohol problems, difficulties with working in groups and lack of motivation, for example. A range of activities and training could be offered to address the issues that are preventing the young people from engaging; these might relate to activities such as sport, outdoor pursuits, the arts, volunteering, computing, first aid or food hygiene.

### **3.3.3 Stage Two – referral to an alternative programme**

A further element of Stage Two of the RESPECT programme described in the initial bid was referral to other initiatives, including those run by the Cheshire Fire and Rescue Service Youth Engagement Team (for activities such as the Prince's Trust and fire cadets) or after school clubs and extended schools.

### **3.3.4 Summer holiday project**

The RESPECT bid includes a summer holiday project to run during July and August 2006, but, after discussion with the funding body in the spring of 2006, it was agreed that this element of the programme should be postponed so that effort could be concentrated on the rest of the programme at this early stage.

Although the bid suggests the summer project will be similar to *Get Up, Get Out* (GUGO), which aims to provide diversion and stimulation for young people who still

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attend school, the details are yet to be finalised. Some consideration is also being given to joint work with a community cohesion project in Chester.

### **3.3.5 Detached youth work**

The RESPECT programme's two stage model is not being implemented in the Halton area. Following consultation with the partners in the Borough it was argued by the local authority that they already had access to adequate alternative curriculum provision but that there was potential for the Fire and Rescue Service to become involved in a detached youth work project that was already being developed by the Youth Service using Neighbourhood Renewal Funding.

The resulting project is *On the Streets*. The aim of the project is to meet young people on the streets in nuisance 'hot spots' and work with them to develop positive activities with which they will engage. *On the Streets* is also part of Halton's *Youth VOICE* strategy which aims to develop participation and decision making skills in young people so that they can be more involved in their local communities.

The plan was for *On the Streets* youth workers and three members of the RESPECT team to carry out detached youth work on three evenings per week within a targeted geographical locality. The first ward to be selected was Ditton, an area which was seen as having enduring youth nuisance issues based on police and fire statistics and reports from housing agencies and ward councillors. However, the Youth Service see the *On the Streets* as a project that will enable young people to participate in positive activities that they have a right to access rather than a service which is diverting them away from anti-social behaviour.

An additional part of the RESPECT programme in Halton is the provision of basic youth work training to fire fighters based in the local fire stations. This is being undertaken by a trainer from the Youth Service with a view to assisting fire fighters in their contact with young people in their day to day work as well as providing a specific opportunity for them to be more involved in the RESPECT programme.

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### **3.4 Staffing and administrative support**

The day to day management of the RESPECT programme is the responsibility of the Project Manager who is located within Cheshire Fire and Rescue Service Youth Engagement Team.

Other posts created by the RESPECT programme are the school liaison officer and four youth support officers. The school liaison officer is also situated within the Youth Engagement Team. The major roles of this officer are to work with schools and associated providers to publicise RESPECT and ensure that the appropriate young people are referred to the programme, and to work with partners to monitor and evaluate the young person before, during and after their attendance on the programme. The four course facilitators who deliver the RESPECT programme have a generic Youth Engagement Team youth support officer's job description. All of these staff were appointed in December 2006 and their job descriptions are contained in Appendix 2.

All aspects of the Stage Two courses are managed by the Youth Federation and delivered by their own employees or by external agencies working with them. In contrast, the RESPECT project manager and three of the youth support officers are involved in the delivery of *On the Streets* in Halton.

The RESPECT programme was established without dedicated administrative support. At the end of 2006 this was recognised as a deficiency and approximately one-third of a full time equivalent administrative post was provided by the Fire Service, as part of their matched funding. The administrative officer provides support to the programme as a whole including the Governance Board, the project manager, the school liaison officer and the course facilitators.



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## Chapter 4

### The early implementation of RESPECT Stage One

#### 4.1 Introduction

This chapter explores the recruitment to and operation of the first RESPECT Stage One courses over the first seven months. The first three Stage One courses ran from September 2006 to December 2006 in Chester, Warrington and Macclesfield. The second cohort started at the end of January 2007: in this phase there were a total of six courses in Crewe, Ellesmere Port, Vale Royal and Warrington (3 courses).

The chapter first considers the referral processes and then moves on to present information about the young people who were referred and allocated a place on the first nine courses. As detailed attendance information is available for the six courses which began in January 2007, this is presented to give a picture of attendance during the course and of course drop-out and completion rates. The chapter then moves on to discuss operational issues, including staffing and support, the structure of the course and practical arrangements.

#### 4.2 Referral mechanisms and procedures

Referral mechanisms and procedures for the RESPECT Stage One course have developed during the first six months of its operation. This is, in part, due to the fact that the lead in time for the first courses in September 2006 was relatively short and, as a consequence, some systems had not been established by the time the courses were due to start. The Fire Service, however, decided that a course should run in the autumn term as specified in the application to *Invest to Save*.

##### 4.2.1 The referral form

Some of the referrals to the RESPECT courses starting in September 2006 were made on the Cheshire Fire and Rescue Services youth engagement referral form. Others were on the RESPECT referral form, which was developed for the programme, using the Connexions study centre referral form as a starting point.

Following the initial analysis of the referrals by the evaluators and the systematic use of the information on the referral forms by the school liaison officer during January and February 2007, it was agreed that a number of changes should be made to the form.

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These included a box for a unique identification number on the front of each form, clearer questions on exclusions and attendance at school and a section which allowed the referrer to state whether the young person was involved with other agencies or extra-curricular programmes. The wording on the part of the form to be completed by the young person was changed to make it more user friendly and the request for information on Key Stage 3 results and estimated grades was removed as this was not seen as relevant to the RESPECT programme. The introduction of a question about ethnicity is currently being considered by the Fire Service's Equality and Diversity Board. The current referral form is contained in Appendix 3.

The referral forms for the young people who were allocated places on the September 2006 and January 2007 Stage One courses show the following:

- the referral forms for one course that started in September 2006 have been mislaid and so no analysis is possible for this group;
- completed referral forms were not available for three of the young people who were referred and allocated to the January courses:
- of the 86 referral forms available to the evaluators from both the September 2006 and January 2007 courses, 22 (26%) have some missing personal information for example, date of birth, sex and/or full address), 22 (26%) forms did not indicate whether or not a young person had a disability or special needs, 12 forms (14%) have an incomplete needs assessment and 33 forms (38%) have information missing from the section on troublesome behaviour.

During the first stages of the implementation evaluation, the evaluators raised concerns about the accuracy of the information on the referral form. One referrer said that the information supplied to the RESPECT programme on the form may be less revealing about the young person because the referrer knew that the parents would see the form when they were asked to sign it. This person also suggested that they would not necessarily be aware of, for example, court convictions and the young person's involvement in other anti-social behaviour that took place outside school.

From the viewpoint of both the evaluation and the operation of the programme it is important that a referral form is completed for each young person and that each one is fully completed. The RESPECT programme need to have consent forms and as much

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information about each young person as possible so that they have a picture of who will be in each group before the course starts.

#### **4.2.2 Referral criteria and referral sources**

There is not a specific list of referral criteria for the RESPECT programme but the publicity leaflet produced in February 2007 suggests the target group is 13 to 15 year olds “who are not engaging, dropped out or at risk of being excluded from school”.

The RESPECT school liaison officer has a major role in working with partners and other agencies to ensure that they know about, and are able to refer to, the programme. The job description for this post names these referral sources as local education authorities, local authority schools, local authority departments, head teachers, teachers, learning mentors, Connexions and police school liaison officers (Cheshire Fire and Rescue Service, 2006b). In addition to the information provided by the school liaison officer in person, the publicity leaflet for the RESPECT programme is to be distributed to all head teachers and deputy head teachers in Warrington and Cheshire high schools (Appendix 4). An advert has also been included in the Cheshire school governors' handbook for 2007.

In August and September 2006 when the referrals were being made to the first Stage One courses, there had been a limited amount of publicity about the RESPECT programme. As a consequence, the referrers to the first set of courses were from agencies that were closely connected to the programme through the Governance Board or the Practitioners Group. Cheshire County Council's Education Support Team were able to provide two groups of young people who were excluded from school, some of whom were also involved in anti-social behaviour, and a school in Warrington provided a third group who were already part of a Positive Action for Young People initiative and who met the RESPECT referral criteria of being at risk of exclusion.

Referrals to the second set of courses, however, have come from a wider range of agencies. Between September 2006 and January 2007, Connexions and the Youth Offending Teams had been provided with information and referred young people and the schools in Warrington received information through the Warrington Association of Secondary School Heads (WASSH). Communication with the schools in Cheshire to date has taken place on a more ad hoc basis: some have been introduced to the RESPECT programme through their attendance at the STAR meeting (a forum to

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address the needs of students at risk) or through Connexions personal advisors. No referrals were received from individual schools for the September 2006 courses and only four schools referred directly to the Stage One courses beginning in January 2007.

Allocating places to each of the young people who have been referred to the Stage One course is a logistical challenge. This involves grouping referrals geographically so that at the time before a course can be run there are between 10 and 12 young people in a particular location who would benefit from attending whilst also acknowledging that the number of referrals taken from an individual school or establishment may have an impact on the availability of staff who could accompany the young people on the course (see section 4.4.3 below) and on the take-up by some young people. The view was expressed by one referrer that it is positive to have young people from a variety of establishments on each course as it gives the young people a new social experience. Another referrer said that knowing who else was on the course was important for the young people and may be a factor in their decision whether to participate and an interview with a young person who left one of the courses suggested that past issues with a boy from another school who was also on the course was a contributory factor in his decision to leave.

#### **4.2.3 Referrals received**

To date, the RESPECT programme has been able to accommodate all of the young people who have been referred to Stage One on either the September or January courses, although in January a sixth course was added to meet the demand that could not be accommodated in the autumn. This may not, however, always be possible as awareness of the programme grows and the number of referrals increases. The RESPECT project manager, however, says that the fire service personnel on the programme are not in the best position to decide who should be allocated a place and that this responsibility should lie with someone who is closer to the referring agencies.

In Warrington, it has been agreed that the chair of the WASSH should oversee the gate-keeping process if there are more referrals than can be accommodated from Warrington schools and pupil referral units. The Chair of this association is seen by the RESPECT programme to be in the best position as she has working relationships with all of the schools in the Borough and is aware of the young people who have issues relating to poor behaviour and/or exclusion from school. It is less clear how this rationing process would be managed in Cheshire as there does not appear to be one

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person with a similar role or with the same breadth of knowledge. A suggestion from one of the referrers to the RESPECT programme was that the referrers themselves could get together and, after presenting each candidate, come to a decision between them about who are the most suitable young people for the course: two of the referrers relayed examples of where they said this method had worked for other programmes in Cheshire.

Decisions about the allocation of places to the Stage One courses that began in September 2006 and January 2007 were made over a relatively short period of time. This process has been more structured for the Warrington schools for the courses starting in May 2007 with a meeting planned for February.

Whilst one of the referrers to the September 2006 courses said that the short timescales were not an issue, a longer run in does give the school liaison officer longer to meet the young people who have been referred so they are more fully informed and have realistic expectations about the programme before they start. One referrer said that he had introduced RESPECT to the young people but he felt that the Fire and Rescue Service had only provided him with minimal information about the programme: he thought that a visit from the school liaison officer may have increased the level of awareness amongst the young people before they joined, thus making the programme more appealing to the young people. For the third set of courses that are to begin in May 2007, this introduction has been extended and it is planned that the participants will also meet the course facilitators before the first day.

The referrers who were involved in the initial implementation evaluation interviews said that the timescale from a referral being made to the allocation of a place was not an issue for them. They did suggest, however, that it would be useful to have the Stage One course running on the same day in each location in order to aid the overall planning of a young person's programme if they were a possible candidate for RESPECT.

Table 4.2.3.1. shows the number of young people who were referred and allocated a place in each of the September 2006 and January 2007 Stage One courses. It shows that of the nine courses to date, five have been run in Cheshire and four in Warrington.

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**Table 4.2.3.1 Number of people referred and allocated to RESPECT**

<b>Course start date</b>	<b>Location</b>	<b>Number of places referred and allocated</b>
September 2006	Chester	9*
September 2006	Macclesfield	10**
September 2006	Warrington	9*
January 2007	Birchwood	13
January 2007	Crewe	11
January 2007	Ellesmere Port	18
January 2007	Vale Royal	10
January 2007	Warrington 1	12
January 2007	Warrington 2	7

\* number of referral forms available

\*\* reported figure (no paperwork available)

### **4.3 The participants**

To date, 99 young people have been referred and allocated to the Stage One course, 28 in September 2006 and 71 to the January 2007 courses. Unfortunately, the referral forms for the 10 young people who were allocated a place on the course in Macclesfield in September 2006 have been mislaid by the programme and three forms were not received for January 2007 allocations. These 13 young people are therefore excluded from the following analysis.

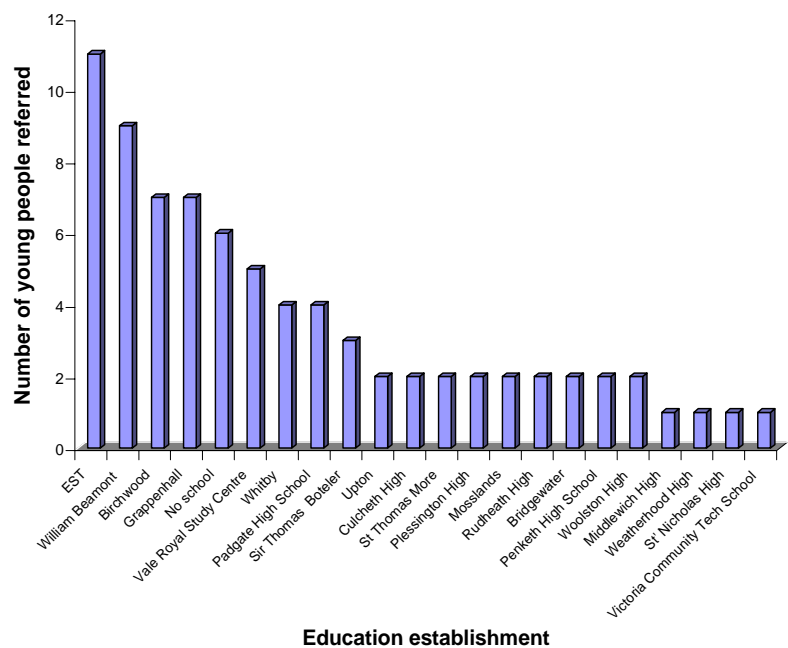
#### **4.3.1 A profile of young people referred and allocated a place**

The referral data allows a profile of the young people being referred and allocated to the RESPECT programme to be developed and emerging patterns and trends will be highlighted over time. The following referrals analysis is based on the 86 referral forms available from the September 2006 and January 2007 courses.

Of the 81 young people whose sex was recorded, 71 were male and 10 female. The age of these young people ranged from 13 to 16 years with a mean age of 14 years old: where age is known, 71% (54) of the young people referred were aged between 14 and 15 years.

Young people who were referred to RESPECT were educated at mainstream schools, alternative education centres and by the education support teams (EST). The information given on the referral forms shows that 17 of the young people referred and allocated a place on Stage On, including one girl, were excluded from school. Figure 4.3.1.1 shows the school or other educational establishment that the young people were attending at the time of their referral to the RESPECT programme.

**Figure 4.3.1.1 Educational establishment attended**



The referral form contains a ‘needs assessment’ which indicates in which areas a young person has issues and where they would benefit from support. An analysis of this section of the form indicates that there are wide variations in the needs of the young people referred and allocated to the RESPECT programme.

The referral form asks referrers to rate the needs of each young person on a scale from one to five to indicate the level of priority they place on each area of work for a particular individual. An analysis of this information shows a level of diversity amongst the young people who were referred and allocated a place on the RESPECT programme. As Table 4.3.1.1 illustrates, improvement in behaviour management was most frequently mentioned as having the highest priority, followed by improvements in self-esteem and the need for a secure and supportive environment. Child protection was mentioned as an issue on four (5%) of the referral forms.

**Table 4.3.1.1 High priority areas of need**

Needs assessment category	Number of young people	% of young people
Improvement in behaviour management	30	39
Improvement in self-esteem	21	27
Secure and supportive environment	20	26
Basic social skills	12	16
Academic curriculum	12	16
Basic skills	8	11

The referral forms indicate a level of diversity in the offending and anti-social behaviour of the young people referred and allocated to RESPECT, with some individuals having several offending behaviours recorded whilst others have no known offending behaviour recorded. Information about known offending and anti-social behaviour is contained in Table 4.3.1.2:

**Table 4.3.1.2 Offending and anti-social behaviour recorded**

Offending categories	Number of young people	%
Verbal violence	44	60
Anti-social behaviour	33	47
Offending behaviour	32	48
Physical violence	26	37
Court convictions	15	24
Fire setting	8	13
Dangerous driving	5	8
Hoax calls	5	8
Other	11	19

Table 4.3.1.3 illustrates that 19 (22%) of the young people referred and allocated to the RESPECT programme were identified as suffering from a disability or 'special' need.



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All of the young people with an identified disability or special need were male. In many cases, the referrer suggested that the young person's disability and/or special need was a contributing factor to their behaviour. Information on disability or special needs was missing from 22 referral forms.

**Table 4.3.1.3 Disability and/or 'special' needs recorded**

<b>Disability or special needs</b>	<b>Number of young people</b>
Attention-deficit hyperactivity disorder	8
Emotional and learning difficulties	3
Emotional and behavioural difficulties	3
Learning disability (unspecified)	2
Grave's Disease	1
Oppositional defiant disorder	1
Unspecified	1

The referral forms also contain sections which provide qualitative data about the young person's self-esteem, behaviour, relationship with peers and school staff, general attitude and motivation and ability to work in a group. At present, the data has been grouped into three categories to highlight where there are no issues, some issues or major issues. For example, a young person who is said to work well with friends but not others would be classed as having 'some issues' whereas a young person who is said to have poor group skills because they are a bully and intimidate others would be classed as having 'major issues'. Table 4.3.1.4 shows that the young people referred to the programme were least likely to have issues with their relationships with peers and their ability to work in a group and most likely to have major issues with behaviour, self-esteem and general attitude and motivation.

Whilst this ranking system provides some insight into the issues the young people bring with them, the evaluators intend to develop a more systematic method of analysing these qualitative data in order to provide a more detailed and informed profile of the young people's issues.

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**Table 4.3.1.4 Minor and major issues presented**

<b>Issues identified</b>	<b>No issues (%)</b>	<b>Some issues (%)</b>	<b>Major issues (%)</b>
Relationship with peers	42	46	12
Relationship with school staff	28	56	16
General attitude and motivation	23	49	28
Ability to work in a group	46	40	14
Self-esteem	28	42	30
Behaviour	17	45	38

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#### **4.3.2 Attendance for the January 2007 cohort**

The RESPECT programme is not responsible for getting the young people to the course venue – it is left to the referrer to decide whether they transport the participants or leave them to make their own way there. Some of the young people are picked up from their educational base (school or study centre) by support staff whilst others arrive independently.

Attendance registers were not available for the September 2006 courses and so the following analysis refers solely to the courses which began in January 2007. Whilst these registers currently record whole day attendance, there is some suggestion that this will be changed as morning and afternoon attendance should be recorded separately in future.

Table 4.3.2.1 illustrates the number of unauthorised absences and late arrivals on each of the courses. It also shows the number of authorised absences which were as a result of sickness, work experience placements, a stolen mini-bus and six people who could not start the Ellesmere Port course on week one.

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**Table 4.3.2.1 Number of absences and late arrivals for January 2007 courses**

<b>Location</b>	<b>Original group size</b>	<b>Unauthorised absence</b>	<b>Late</b>	<b>Authorised absence</b>
Birchwood	13	5	5	4
Crewe	11	5	0	1
Ellesmere Port	18	15	0	12
Vale Royal	10	3	0	3
Warrington 1	12	17	2	1
Warrington 2	7	11	0	0
Total	71	56	7	21

The Ellesmere Port and Warrington 1 groups experienced the highest incidences of absences and whilst the Vale Royal group experienced only three unauthorised absences, it had a higher number of sickness absences. Three young people account for the seven late attendances (two boys from Birchwood and one girl from Warrington). A calculation of the overall attendance shows that 23 (44%) of the 52 participants who attended the penultimate and/or final week of the course had full attendance and a further 10 (19%) of these young people attended 90% of the sessions.

Table 4.3.2.2 shows the absence figures for the young people who were still attending the January 2007 courses on the penultimate week (week 9). It shows that these participants had up to five unauthorised absences and up to two authorised absences during the course. A relatively small number of young people (8), accounted for more than half (55%) of the unauthorised absences.

**Table 4.3.2.2 Number of unauthorised and authorised absences**

<b>Location</b>	<b>Number on course by week 9/10</b>	<b>No. days unauthorised absence</b>	<b>No. of young people</b>	<b>No. days authorised absence</b>	<b>No. of young people</b>
Birchwood	12	0	8	0	9
		1	3	1	0
		2	1	2	3
Crewe	7	0	4	0	6
		1	2	1	1
		2	1	2	0
Ellesmere Port	12	0	3	0	6
		1	5	1	0
		2	2	2	6
		3	2	3	0
Vale Royal	7	0	5	0	5
		1	1	1	1
		2	1	2	1
Warrington 1	9	0	2	0	8
		1	2	1	1
		2	1	2	0
		3	3	3	0
		4	1	4	0
Warrington 2	5	0	1	0	5
		1	2	1	0
		2	0	2	0
		3	0	3	0
		4	1	4	0
		5	1	5	0

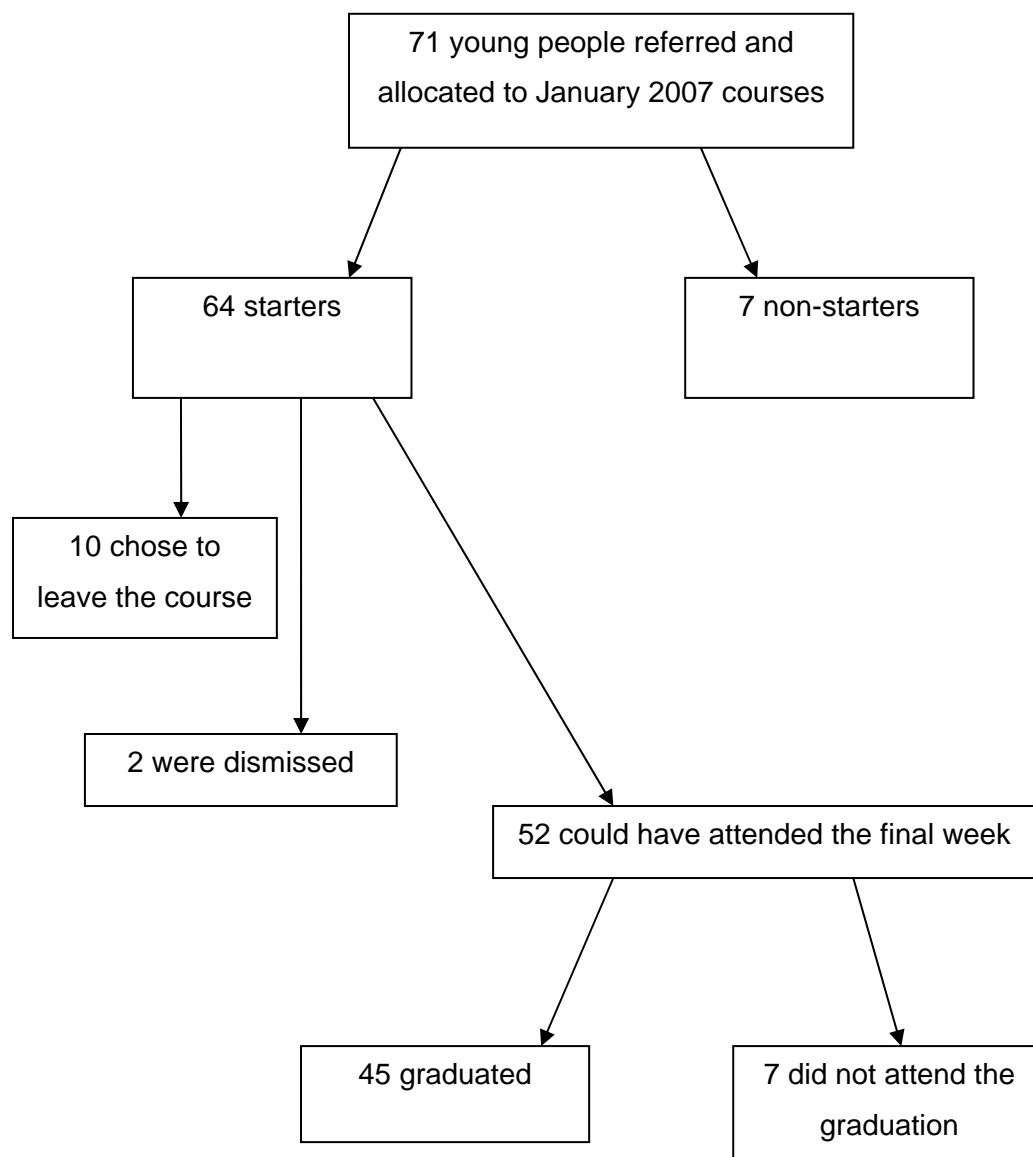
### 4.3.3 Course completion rates

Figure 4.3.3.1 illustrates the pathway of the 71 young people who were allocated a place on the RESPECT Stage One courses which began in January 2007. This analysis is not possible for the September 2006 courses because of the absence of the attendance registers. The figures for the January 2007 courses show that of the 71 young people who were allocated a place, 10% (7) did not start the course, 14% (10) chose to leave, 3% (2) were dismissed and 10% (7) did not attend on the graduation

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day. Overall, 63% (45) of the young people allocated a place graduated from the January 2007 Stage One courses.

**Figure 4.3.3.1 Pathway for young people referred and allocated to January 2007 courses**



#### **4.3.4 Non-starters, leavers and dismissals**

Figure 4.3.3.1 above shows that there were 19 young people who were referred and allocated to a RESPECT group who have either not attended the scheme, left the scheme early, or were excluded from a group. Table 4.3.4.1 illustrates the distribution of these 19 young people between the six courses.

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**Table 4.3.4.1 Non-starters, leavers and dismissals from January 2007 courses**

<b>Group</b>	<b>Non-starters</b>	<b>Leavers</b>	<b>Dismissals</b>
Birchwood	0	1	0
Crewe	0	4	0
Ellesmere Port	4	1	1
Vale Royal	0	3	0
Warrington 1	1	1	1
Warrington 2	2	0	0
Total	7	10	2

Although these are the figures from the attendance registers, there have been a number of discrepancies highlighted between the registers and the referrer's records. Four young people were recorded as attending one or more sessions when the referrer stated that they had not attended at all.

#### **4.3.4.1 Non-starters**

Seven young people who were referred to the RESPECT programme did not begin the course. The RESPECT school liaison officer reported that one person was ambivalent about attending and also felt some trepidation about mixing with new people and had a fear of activities that might include climbing.

It was necessary for the evaluators to contact referrers directly in order to gain further information about why other people had not attended the Stage One courses. The referrer from one school said that one pupil did not attend as he had just been placed into a new form group which was focused more on academic attainment rather than diversionary schemes and the school felt a referral to RESPECT was no longer in the young person's best interest. The referrer then reported that the RESPECT team had informed him that the second young person who did not start could not do so because he had missed the first two weeks of the course.

The two young people who did not attend the Vale Royal group did not do so because of poor attendance at the study centre. The referrer felt that there were no specific

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issues with the RESPECT course which deterred the young people from attending rather, their poor attendance at school meant it was impossible to complete the referral process. The evaluators have been unable to ascertain why four young people did not begin the Ellesmere Port course.

#### **4.3.4.2 Course leavers**

There was a 16% (10) drop out rate for the January 2007 Stage One courses. These are participants who chose to leave. The calculation of this figure excludes non-starters and young people who were dismissed from the course. There did not appear to be a pattern as to when the young people left voluntarily, although they all did so during the first half of the course as Table 4.3.4.2.1 illustrates.

**Table 4.3.4.2.1 Last week of attendance of January 2007 course leavers**

<b>Last week of attendance</b>	<b>No. leavers</b>
Week 1	2
Week 2	3
Week 4	2
Week 5	3

The evaluators were able to conduct semi-structured interviews with three young people who chose to leave the Stage One course and with one of the members of staff who made the referral. As with the information about the non-starters, the evaluators have been unable, to date, to ascertain why the remaining seven young people left the courses.

One leaver stated that he had initially been introduced to the RESPECT programme by a teacher. Following this, he met with the RESPECT school liaison officer who provided more detailed information and he was interested in a number of the activities. Once the course started, he said that he found the activities '*boring*' and stated that '*I just didn't like it*', reporting that he would rather be at school doing PE and leisure and tourism lessons. This young person was particularly disappointed that due to the recent storms, the group put up a tent at the fire station rather than going to the zip-wire in Delamere Forest. He said that this change in the activities contributed to his early departure. It

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also transpired, however, that this pupil had issues with another member of the group who attended a different school. This leaver said that he would consider attending the RESPECT programme in the future but it would all depend on who else was on the course.

Similarly, another leaver had initially been introduced to RESPECT by a school teacher but he did not meet with the school liaison officer and said he had little information about the activities on the Stage One course. This young person only attended one day (week two) of the course, but stated that he did enjoy the activities and '*got on*' with the RESPECT staff. The reason he gave for leaving was that he did not feel he needed to learn '*respect*' and how to get along with others but that he wanted to undertake activities which would make him '*calmer*'. He also said that he did not like the fact that the RESPECT course was on a Monday. Since leaving the RESPECT programme this young person has changed schools. He now attends a study centre and says that this has led to an improvement in his behaviour, attendance, quality of work and his relationship with teachers. The deputy head of the study centre confirmed this stating that the young person had come on a great deal since being there.

The third interview suggested that the young person left the course because he '*got bored easily*' and consequently found the two sessions he attended '*boring*'. Although this pupil said that some of the activities were good, he did not like getting changed or wearing the fire uniform or '*standing around at the fire station*'. As with the one of the other leavers, this young person said he would rather be doing something else, such as attending a work placement. The person who referred this young person said that the Fire and Rescue Service had only provided minimal information about the programme before the young people started attending and that a visit from the school liaison officer may have made the programme more appealing.

#### **4.3.4.3 Dismissals from the course**

Information was obtained from the RESPECT staff about the two young people who were dismissed from the January 2007 Stage One courses as a result of poor behaviour. In both cases, the behaviour of these individuals was reported as having a negative impact on other group members and was hindering the delivery of activities. In one case, the RESPECT school liaison officer discussed this issue with the young person's referrer, suggesting that if support staff were provided, he may be more controllable and could therefore remain on the course. However, the school failed to



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provide support staff, arguing that it was not feasible to allocate staff for one individual. In the second case, the young person's referrer made the decision to withdraw him from the course. The remaining group members were said to be better behaved once this participant had left.

#### **4.3.5 The impact of the course**

There has been some informal feedback to the RESPECT programme staff from the young people, schools and parents about the effect that the Stage One course has had on the young people who have attended. For the end of the January 2007 courses, a short questionnaire has also been devised for parents (21 completed) and school teachers (13 completed) to be filled in at the graduation ceremony and the course facilitators complete weekly sheets to chart the progress of individuals.

In addition, focus groups have been conducted by the evaluation team during the ninth week of each of the Stage One courses which started in January 2007: a total of 41 young people have taken part in these groups. All of this information will be analysed and collated to produce the first impact evaluation report in the next few months.

##### **4.3.5.1 The Strengths and Difficulties Questionnaire**

The Strengths and Difficulties Questionnaire (SDQ) was introduced by the evaluators in January 2007 to be completed by the young people on the first and final day of their attendance on the RESPECT programme in order to measure the degree of change in the participants during the programme.

However, as Table 4.3.5.1.1 illustrates, only 36 pre-intervention SDQs were fully completed and returned for the 64 young people who started courses in January 2007. The 10 SDQs for the Vale Royal group on week one were mislaid and completed again during the fourth week of the course and so, unfortunately, cannot be included as they are not a pre-intervention measure. A further eight referral forms were not accompanied by an SDQ and 10 SDQs were only partially completed.

The post intervention questionnaires were to be completed at the end of the Stage One course in March 2007 but as Table 4.3.2.1 illustrates, only 25 complete and two partially completed SDQs have been received to date out of a possible 52 people who attended the penultimate or final weeks of the course. The table also shows that, as a

result of missing and incomplete pre-intervention questionnaires, only 10 young people have a set of both fully completed pre and post questionnaires. As a result, the evaluators consider that there is insufficient data to conduct any further analysis of the impact of the Stage One course using the SDQ for this cohort of young people.

**Table 4.3.5.1.1 SDQ questionnaires completed**

<b>Group</b>	<b>Full pre-course questionnaire</b>	<b>Full post-course questionnaire</b>	<b>Both pre and post course questionnaires</b>
Birchwood	12	0	0
Crewe	5	7	4
Ellesmere Port	11	6	5
Vale Royal	0	7	0
Warrington 1	4	5	1
Warrington 2	4	0	0
<b>Total</b>	<b>36</b>	<b>25</b>	<b>10</b>

The analysis of the pre-intervention SDQ indicated, for example, that 78% of the young people who began the RESPECT course fell into the abnormal category for conduct problems and that 25% of young people were classed as borderline and 32% as abnormal on the hyperactivity scale. Scores for the pro-social scale were fairly evenly distributed across the three categories, with 36% of young people being classed normal; 25% classed borderline, and 36% abnormal. The completion of post intervention questionnaires would have shown whether there was any change in these important areas.

#### **4.4 Staffing and support**

Each of the Stage One courses is run by two facilitators but the course participants will also come into contact with the watch fire fighters, outdoor pursuit instructors and support staff who may accompany some of the young people.

##### **4.4.1 Course facilitators**

Whilst the RESPECT programme plan began in February 2006 with an advert for a seconded interim project manager, the RESPECT course facilitators did not come into

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post until December 2006. This meant that the first three courses, which were scheduled to start in September 2006, were run by two members of staff who are no longer involved in the programme: these staff work for the Youth Engagement Team within Cheshire Fire and Rescue Service and deliver the *Kooldown* programme. The involvement of course facilitators who did not have a long term role in the project resulted in some changes from the September 2006 courses to those run from January 2007 as outlined below.

The September courses were run in the style of the *Kooldown* programme because that is what the staff were used to delivering. There was a view that this style was more disciplined than was appropriate for the RESPECT programme, which was looking towards a more informal approach that was less like school.

There was a major issue on the first course about the way that rules were imposed and their consistent application, particularly in relation to smoking and poor behaviour. Smoking was one area where a more relaxed approach has been adopted and the young people are now allowed to have three 'fresh air breaks' which gives them a chance to have a cigarette during the day and so relieved what had become a source of tension. In terms of poor behaviour, a number of incidents on the courses which started in September 2006 resulted in a call from one of the referrers for greater consistency in the way that poor behaviour was managed over time and across the courses so that the young people knew what to expect.

The new facilitators, who were employed with the job title of 'Youth Support Workers' started with the January 2007 courses. They were made up of two teams, each with one male and one female member of staff. These facilitators come from a range of backgrounds, specifically a fire fighter, a seconded police officer, someone who had worked with the fire cadets and another who had been a learning mentor and had worked with young people in the voluntary sector. Although each member of staff has their own delivery style, the RESPECT programme are looking for a standard product across all courses so that staff can be flexible if cover is needed and so that the evaluation is looking at the same product across the courses.

One of the referrers and the majority of the female participants in the January 2007 courses who took part in the focus groups said that the fact that there was a female course facilitator was a positive aspect of the RESPECT programme. This may be an

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important feature for potential female participants as girls are likely to be a minority group on any course.

At the RESPECT team meeting in February 2007, the Stage One course facilitators were asked to identify any training needs that they had: courses such as basic food hygiene, mini-bus driving and the Fire Service induction were suggested.

#### **4.4.2 Fire fighters and outdoor pursuits instructors**

Fire fighters facilitate the basic fire fighting training and road traffic collision drills on the days when the young people are at the fire station. The fire fighters have not had specific training to deliver this to the RESPECT programme but are expected to do it in the same way as they would for fire cadets and basic training for new recruits. The RESPECT facilitators are there to supervise and encourage the course participants and are trained to continue the drills if the fire fighters are called out. There appears to be some discrepancy, however, as to whether drills are continued in such circumstances. One member of staff who was supporting the young people on a course which started in September 2006 reported that a session on road traffic accidents ground to a halt when the fire fighters were called out and the young people in one of the focus groups reported that a session ended and they went inside to watch a DVD when there was a call during a session on one of the January 2007 courses. Each of the station commanders is also invited to meet the young people on the first day of the course but this has not happened in all cases.

In addition to the formal sessions of instruction, the RESPECT programme would like to encourage informal contact between the station fire fighters and the young people on the courses, whilst they are at the fire stations. At some of the stations the young people in the focus groups reported their relationship with the station fire fighters as being very positive whilst in other instances they appear to have had little contact with them. The evaluators' observations of one session did indicate that the presence of the young people on fire service premises may at times be seen as intrusive by some of the fire fighters.

The outdoor pursuits instructors lead the session at Petty Pool: as during the fire drills, the course facilitators accompany the young people and retain supervisory responsibility.

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#### **4.4.3 Support staff**

The preferred option of the RESPECT programme is that the young people attending the Stage One course are accompanied by support staff from the referring agency. This is to enable the course facilitators to concentrate on the delivery of the syllabus and ensure that incidents of concern or poor behaviour can be addressed by a third party. The availability and role of support staff on the courses, however, has raised a number of issues to date.

It is not clear at what point the request for accompanying staff is introduced to the referring agency: there is then a process whereby the referring agency has to consider whether someone can be released (and if so who) to attend. The RESPECT programme is keen that the availability of support staff is not a deciding factor as to whether a place is allocated to a particular young person but this does result in some inequalities. On any course there may be no support staff, support staff with some of the young people or support staff with all of the young people. The ratio of adults to young people can thus vary widely and this can have an impact on the dynamics and operation of the group.

To date, the accompanying staff have included learning mentors, classroom assistants, education outreach/support workers and youth workers: in some cases they know the young people they are accompanying whilst in others they appear not to have had any previous contact. The experience of the RESPECT programme is that presence of the right support staff, particularly those who know the individual well, is a real asset to the Stage One course and an aid to the facilitators. Support staff who do not adopt the appropriate role, in the way that they speak to the young people, handle incidents in particular, are thought to be a hindrance and distraction.

Some of the issues around the availability of a support worker were put into sharp focus by one particular case. In one instance, as the behaviour of one participant was creating difficulties for the group, a referring school was asked to provide a support worker or the young person would have to leave. In this case the school said they were unable to do so and so the participant had to leave. This experience suggested that the programme may need to more clearly address and put into place support for young people with specific needs before the course starts in order to avoid such incidents. The question then arises as to what will happen if the school is unable to do so.

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The presence, roles and expectations associated with this support task need to be clarified first with the referring agency and then with the individual worker at an earlier stage rather than relying on the inclination and experience of accompanying staff when they attend. This also requires the same member of staff to appear each week so the induction does not have to be repeated.

When the referring agency is unable to provide a support worker for one or two pupils, it may be that a larger number of pupils should be referred. The possibility has been discussed as to whether the Youth Federation, youth services or Connexions can supply someone to fulfil this role for all of the students in the group if the referring agency cannot. The impact of the presence or absence of various types of support staff on the Stage One course needs to be addressed as part of the future evaluation. It is also important to consider how standard the Stage One course can be if the attendance of support staff is so variable and it does have an impact on the session.

#### **4.5 The structure of the course**

Feedback from some of the people who were involved in the September 2006 courses, particularly the referrers, resulted in major changes to the way the Stage One course was structured from January 2007.

The major concern of the referrers who were also supporting the young people on the courses was that the sequencing of the activities was poor and that there needed to be a more logical progression through the course from induction to confidence and team building, taking responsibility, to the more 'exciting' activities. One of the referrers described the first courses as a '*mishmash*' whilst another said that it '*fell apart a bit*' when all of the fire activities had been completed in the first few weeks. They were also concerned about the negative reaction of the young people on the course when there were not enough activities to fill the whole day. Referrers felt that all of the available time needed to be filled with structured activities to avoid boredom on the part of the participants: this was also mentioned by some of the young people. The courses which started in January 2007 were therefore redesigned to be more progressive and to build up to the activities in the later stages and the referrers who contributed to the implementation evaluation said this new structure was important.

The outline for each week of the Stage One programme is shown in Appendix 5. Each session has a structured plan which, in addition to a detailed specification of the

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activities that will take place, includes the aims and objectives for the day and the reason for each activity. Although the plan is for an 11 week course, both the courses starting in September 2006 and those in January 2007 lasted for 10 weeks as they did not start immediately after the end of the school holidays and needed to fit within the school term. The RESPECT programme is keen that the courses which begin in September 2007 do last for 11 weeks so that all of the planned activities can take place.

At the end of each session, the course facilitators are keen to let the young people know what they will be doing the following week so that they have things to look forward to – this was also mentioned as a positive feature by some of the young people during the end of course focus groups. This has, however, resulted in some difficulties if there are unforeseen circumstances and things have to change – this has happened on a number of occasions (for example, the forest being closed as a result of severe storms and a pre-booked room being unavailable because a meeting was taking place). In both of these cases, the change of plans appeared to be something that the course participants were unsettled by, highlighted by one young person who left the course, he said, in part, because he was disappointed that he was not able to take part in one activity that he was particularly looking forward to.

Initial feedback from the young people who have attended the course suggests that they felt that the programme was too slow in getting to the more 'exciting' bits and that there needs to be one or two activities in the first two weeks to engage them. The week that, almost universally, the young people liked least was the first week when they felt that there was too much paperwork. Whilst there was a degree of understanding about why this had to be done, they expressed the view that it could be done more quickly and that there could also be a more practical activity on that day. It is interesting to note, however, that the feelings of the young people about the first week's activities did not result in a low level of attendance on week two and that only two people dropped out before week two.

The arrangements for the provision of lunch whilst the young people are on the course have been a source of discussion and debate. For the courses that ran from September 2006, the proposal was that the young people made the lunches on a rota basis, thus taking responsibility for a group task and also learning about healthy eating whilst they were doing so. This method, however, created some difficulties, both as a result of the time it took to prepare lunch and clear up afterwards and also because of

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the attitude of some young people who refused to eat lunch that was prepared by others. For the courses which ran from January 2007, a number of different approaches were adopted. In general, the RESPECT course facilitators have bought the ingredients for lunch – one team of facilitators has then made the sandwiches whilst the other team has supervised the young people to do so. In one course the older pupils are allowed to leave the site for lunch and in another the alternative education support worker buys lunch for the participants (including the two from another school) with money from the Centre.

Although the lunchtime period is seen by the RESPECT programme as an important time for the young people to socialise and to benefit from healthy food, the initial feedback from the focus groups was that some of the course participants were unhappy that they were not able to eat what they wanted (MacDonald's or Pot Noodles were mentioned) or to leave the premises.

#### **4.6 Practical arrangements**

The implementation evaluation has identified a number of issues in relation to the practical arrangements for the Stage One courses: the most important of these are the availability and suitability of fire service premises and the availability and storage of equipment.

##### **4.6.1 Premises**

The preference of the RESPECT programme is to run the Stage One courses from fire station premises so that the young people are taken into a different environment and so that they come into contact with the fire fighters on an informal basis: it is also more convenient to be on site for the fire fighting activities.

The three Stage One courses which began in September 2006 all ran from fire stations. This was not the case for all of the courses which started in January 2007 as there was a demand for courses in areas where there were not suitable fire service premises available. One of the primary requirements for the courses is the need for a comfortable indoor space where the group can meet at the start and end of each day and where some activities can take place. In the long term, it is planned that the refurbishment of fire stations will reflect the wider role of the service and they will create community spaces that will be suitable for programmes such as RESPECT.



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The fire stations at Middlewich, Northwich and Winsford are not suitable bases for the RESPECT Stage One course and so one of the January 2007 courses was based at the Vale Royal Alternative Education Study Centre. When they did need to use fire service premises they travelled by mini-bus to Frodsham Fire Station, an un-manned station which had the necessary facilities.

A number of issues have, however, arisen where the RESPECT Stage One course has been located in a manned fire station: these include the competing demands for space and issues relating to the provision of a service for young people in an operational environment.

There have been a number of occasions when the Stage One RESPECT courses have needed to change their plans because the room that they were planning to use within a fire station had been taken for another purpose. In at least one instance, this resulted in the facilitators and participants needing to travel to another site whilst at other times they were able to find another room within the same station. The course facilitators suggested that the unexpected change in arrangements such as this is unsettling for the young people and disrupts the session: another concern is that these changes may send a message to the young people about the lack of priority given to their presence at the station and their activities.

At one station, the course facilitators have been concerned that the outside space was not suitable for some of the work that they were doing with the course participants. This station has a small yard which is also a car park for the fire and ambulance stations and for a community gym. In addition, it does not have a working fire hydrant and so a connection has to be made across the road, an additional hazard which also means that the young person making this connection has to be supervised by one member of staff leaving only one facilitator with the rest of the group. As a result of these difficulties, this group has moved to an unmanned fire station which is a 20 minute drive away to do their practical activities. The RESPECT programme, however, are still keen to have a base at this station in order to build a relationship between the fire fighters and the young people on the Stage One course.

There has also been some discussion between the RESPECT programme and other fire service personnel about the level of supervision required when young people are on and around fire service premises, particularly when they are using the toilets in the fire stations and when they are having their 'fresh air breaks'. The difficulties that have

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occurred may be exacerbated both by the limited involvement of the fire fighters with the young people and by the lack of suitable community premises at some of the stations.

#### **4.6.2 Equipment**

The RESPECT programme facilitators are able to use equipment bought for the project as well as that used belonging to the Youth Engagement Team. The equipment, including clothing, boots, helmets, tents and so on, is stored at the fire stations: the issues that were mentioned during the early stages of the implementation evaluation related to the availability of drying facilities, the issue of transporting equipment when the courses were not being held at a fire station and, to a certain extent, some shortages of equipment on the day when two courses are running at different locations.

If there are competing demands on equipment from different courses, it was suggested that the ordering of the sessions would change to accommodate this (other sessions may also need to be rearranged for particular reasons such as the Headquarters being unable to accommodate a group on a particular day).

The facilitators of the RESPECT Stage One courses were concerned that the image of the programme could be affected if they were not able to produce the required equipment at each session. The RESPECT project manager and course facilitators were going to consider the best solution to the difficulties they had experienced during the January 2007 courses.

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## Chapter 5

### **The early implementation of RESPECT Stage Two, detached work and summer project**

#### **5.1 Introduction**

The Stage One courses were the first part of the programme to become operational. Whilst this element of RESPECT is taking its third set of referrals, the Stage Two provision, the *On the Streets* project and the summer scheme are less advanced. This chapter discusses the position of these elements of the programme.

#### **5.2 Stage Two – Youth Federation support**

The Youth Federation Stage Two support was an original element of the RESPECT programme but, apart from the scheme run during summer 2006 (see section 5.2.1 below), it is taking longer than the Stage One courses to become established. The primary reasons appear to be a lack of clarity about the nature of the second stage and an associated lack of publicity.

##### **5.2.1 Clarity about referrals**

The implementation evaluation has found that there is a lack of clarity about who are the appropriate young people to be referred to the Stage Two element run by the Youth Federation. Although the initial proposal was that Stage Two should be available to young people “who had not responded to the first stage”, there has been an increasingly voiced opinion, from the Youth Federation in particular, that Stage Two may be also a preferable option for young people who fall into a number of other categories:

- young people who were not referred to Stage One because it was not seen as an appropriate option;
- young people who were referred to Stage One but chose not to start the course;
- those who started the Stage One course but were dismissed;
- those who started the Stage One course but ceased to attend;
- young people who completed to the Stage One course but who have issues which Stage Two provision could address.

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Young people who fall into these categories, however, do so for a wide range of reasons and these must be considered in conjunction with their status vis-à-vis the RESPECT programme. At the same time as the young person ceasing to or choosing not to attend the Stage One RESPECT course, other changes may have occurred in their lives, such as a change of school, which means that entry to another programme may not necessarily be appropriate for them at this time.

During the first six months there have been young people who have fallen into each of the groups outlined above but only one person appears to have been referred to the Youth Federation. The lack of referrals to Stage Two has been highlighted on a number of occasions and the latest attempt to resolve this issue was a meeting which took place at the end of March 2007 between the RESPECT school liaison officer and staff from the Youth Federation to discuss referral pathways and information requirements.

For the one referral that had been made to the Stage Two Youth Federation support before the middle of March 2007, there appears to have been little two-way communication with the worker who originally introduced the young person to the RESPECT programme. This referrer was unaware of the work that was being undertaken with this young man as part of Stage Two of the programme.

Perhaps as a result of a lack of referrals to the Youth Federation there has been less discussion about how and when young people could move from Stage Two to Stage One: this may need to be considered when a larger number of young people have participated in Stage Two.

### **5.2.2 Mode of operation**

In addition to a lack of clarity about the referral criteria for Stage Two, there also appears to have been some uncertainty about the way that support will be provided, most specifically, whether it will be one-to-one or group provision. The Youth Federation has a preference for small group work but the feasibility of operating Stage Two with small groups depends on the number and nature of the referrals that are made to this element of the programme. In reality, the majority of the referrals are likely to come one-by-one as young people drop out of the Stage One course and, to add to the logistics, is the fact that they are likely to be distributed around the Cheshire and Warrington area. If the Youth Federation support is to take place in groups, there are referral and planning issues to be considered.

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### **5.2.3 Publicity**

Once the referral criteria, processes and model of support have been clarified, the Stage Two Youth Federation support requires a clearer presence within the RESPECT programme and more extensive advertising, linked to Stage One, with potential referrers. The implementation evaluation found that some of the referrers who have been associated with Stage One are not aware of Stage Two of the programme.

### **5.2.4 Ellesmere Port summer scheme**

As part of the RESPECT programme, the Youth Federation ran a summer scheme with young people from Sutton High School in Ellesmere Port during the summer of 2006. The eight young people who completed the course were identified by the school as being at risk of exclusion. The six week course included sessions on alcohol and drug abuse, environment, health, school life and fire safety. This summer scheme was the first work with young people by the Youth Federation as part of the RESPECT programme.

### **5.3 Stage Two – referral to an alternative programmes**

One element of Stage Two of the RESPECT programme is the potential to refer young people to alternative programmes. During the first six months of the operation of RESPECT there do not appear to have been such referrals made and the evaluators are not aware of any discussion about this element of the programme.

### **5.4 Summer holiday project**

The *Invest to Save* bid commits RESPECT to one summer holiday scheme during the life of the programme. Whilst there has been some consideration given as to what this summer scheme might entail, the programme is concerned that it does not impinge upon other provision by the Cheshire Fire Service Youth Engagement Team which has to attract external funding (such as GUGO). The RESPECT programme has made enquiries from referrers about summer holiday provision but has yet to decide upon how this will be organised and the format it will take.

### **5.5 Detached youth work**

The decision of Halton Borough Council to work with the RESPECT programme in a different way was made after the bid was submitted to *Invest to Save*. This element of

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the programme is also linked to a Neighbourhood Renewal funded project in Halton and has consequently operated on different timescales from the work in Cheshire and Warrington.

#### **5.5.1 Mode of operation**

The *On the Streets* project was launched in Halton in February 2007 and detached youth work with the RESPECT programme began the following month. The original plan was that three particular RESPECT staff would work on the streets with detached youth workers but this was revised when it became clear that the presence of one of the staff, a seconded police officer, may cause difficulties if information relating to potentially illegal activity was witnessed or disclosed by the young people during the course of this work. It was suggested that actions this officer would need to take might have implications for both the *On the Streets* project and other youth work in the borough. It has now been agreed that this member of staff will not be involved in the street work and also that the joint work with the RESPECT staff will include two nights of detached youth work and one night of training each week. At the beginning of March 2007, negotiations were underway between the Fire Service and Youth Service to produce a service level agreement that would confirm these working relationships.

The first stage of the *On the Streets* project has been to meet and talk to young people. This has been followed by the organisation of a number of activities that were suggested by the people they had met in a plan that will be evaluated after eight weeks. The boys wanted to play football and the girls wanted dance and exercise classes. The plan for the *On the Streets* project is that there will be a progression in the activities from sessions such as these which will engage the young people to those which will enable them to contribute to the community through activities such as sports leadership qualifications or volunteering.

As part of the *On the Streets* project, a trainer from the Youth Service is to undertake a number of training sessions with fire fighters at stations in Halton. This work commenced in February 2007 with approximately 20 having attended training sessions by the beginning of March. As a result of the reaction of some of the fire fighters to these sessions, some of whom appear to see it as an imposition, the Youth Service think that there is a need to consider carefully how the station-based fire fighters can be involved in the work with young people.

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## **Chapter 6**

### **Implications for strategy, operations and evaluation**

#### **6.1 Introduction**

This chapter draws together the main findings as identified by the evaluation of the RESPECT programme between September 2006 and March 2007 in order to highlight the implications for the strategic direction of the RESPECT programme, its operational development and the evaluation. The first findings of the evaluation in relation to its impact amongst the participants will be published in a separate report in autumn 2007.

#### **6.2 Strategic issues**

The major strategic issues identified by the implementation evaluation include early observations about the standing of the RESPECT programme within the organisations that form the partnership, the composition of and attendance on the Governance Board and programme publicity.

##### **6.2.1 Integration of the RESPECT programme within the partner organisations**

As the RESPECT programme is led by the fire and rescue service, its policies, structures, personnel and premises will influence the operation of the programme. Community and youth engagement is a developing role for the fire and rescue services and it is not surprising that some officers are more receptive to this area of work than others. Fire fighters can only be valued as role models for young people, as the programme literature suggests (Cheshire Fire and Rescue Service, 2006c), if there is positive contact between officers and participants. The development of a two-way relationship between the young people and the fire fighters is vital if the RESPECT programme is to demonstrate precisely why fire and rescue services should be a central element in projects such as this.

The Youth Federation ran a summer scheme during July and August 2006 but their involvement in the delivery of other elements of the RESPECT programme to date has been limited. By the middle of March 2007, only one referral to the Stage Two Youth Federation support is recorded and staff from the Youth Federation have had limited contact with the Stage One courses. Representatives from the agency have, however, been active participants in the Governance Board and Practitioners Group. Participation in these strategic and operational groups provides opportunities for

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dialogue across the partnership on how the Stage Two Youth Federation support can become a more active element of the programme.

Since the planning stages in the summer of 2006, the RESPECT programme in Halton has developed in a different direction from the programme in Cheshire and Warrington, both in the target group and in the method of delivery. In contrast to the other parts of the RESPECT programme, the Youth Service in Halton, who are leading the *On the Streets* project, do not see this element as specifically targeting disaffected young people. The Youth Service view *On the Streets* within the broader context of youth work, that is, to reach out to any young people who are not currently engaged with a generic service. By the nature of the detached youth work, however, the assumption is that *On the Streets* will reach some young people who may be 'disaffected'. The evaluation of the detached youth work project that the RESPECT programme is a part of will aim to establish whether this broad brush approach has an impact on engagement and the issues that the RESPECT programme was established to address. This approach will be an interesting point of comparison with the rest of the programme.

The contact with the education services and schools across the RESPECT programme has varied from one local authority area to another. The nature of the RESPECT programme in Cheshire and Warrington, as it is designed to work with young people during the school day, also necessitates a greater degree of contact than with the education services in Halton.

In Warrington there has been more co-ordinated contact through the local authority and the Association of Secondary School Heads and this has resulted in a greater number of referrals from individual schools. In Cheshire to date, there has been a greater degree of contact with support services, both the outreach service and the STAR panel, resulting in a greater number of the young people on the Cheshire courses being excluded from school at the time of their attendance on the RESPECT programme.

The relationship between the RESPECT programme and individual schools may change when the RESPECT publicity leaflet has been distributed to all of the schools in Cheshire and Warrington in the next few weeks. This growth in publicity about the RESPECT programme has implications for the development of equitable referral



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systems to meet the likely growth in demand and it will also result in a much larger number of points of contact for the school liaison officer.

A major input from Cheshire Police has been the secondment of a police officer to the RESPECT programme. In addition to this, community police support officers are working with the *On the Streets* project and representatives have been active participants on the Governance Board and Practitioners Group. The role of different elements of the police service within the RESPECT programme is indicative of the different contributions that are being made to the partnership by each agency. The nature of partnership working within the RESPECT programme will be examined further by the evaluation in the future.

### **6.2.2 The Governance Board**

As the overseeing and decision making body for the RESPECT programme, it is important that the Governance Board has the appropriate composition and adequate attendance. Although the governance arrangements have not been a major part of the evaluation to date, it is important to note at this stage that attendance at Governance Board has been variable. Two representatives have been noticeably absent: it is unclear whether arrangements have been made for a secondary head representative to attend and Halton Borough Council has not been represented at a meeting since at least August 2006. If the Governance Board is to be fully accountable, these deficiencies should be addressed.

### **6.2.3 Publicity**

Information about the RESPECT programme has been distributed by word of mouth and the Cheshire Fire and Rescue Service website. A programme leaflet has recently been produced and will be distributed in the near future. It is important that the publicity for the programme is consistent and reflects the breadth of the programme. The implementation evaluation has found that there is some inconsistency in the age group at whom the programme is aimed (from 11 to 16 year olds in the bid to 13 to 15 year olds in the publicity leaflet). It is also questionable whether there is enough information within and outside the programme to convey a full understanding of what is offered by Stage Two of the programme.

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### **6.3 Operational issues**

Since September 2006, some operational processes have been developing alongside the delivery of the programme as issues have been identified. In particular, the programme managers have taken on board many of the comments that were made by referrers and support workers about the September 2006 Stage One courses and changed things before and during the courses starting in January 2007. The implementation evaluation has identified, however, a number of issues that continue to have an impact on the delivery of the programme. These relate to the suitability of some premises, additional support for individual young people on the Stage One course, the role of the Practitioners Group, staffing, the time taken for different elements of the programme to become operational, the interaction of different elements of the programme, the level of referrals and managing late starters, non-attendance and course leavers.

#### **6.3.1 Premises**

In some cases, the nature of the contact between fire fighters and the young people on the Stage One courses has been hindered by the lack of space or facilities within some fire stations, both inside and outside the building. Two courses have used an unmanned station at Frodsham which, although more practical, cannot facilitate the development of positive relationships between the local fire fighters and the young people through training sessions and informal contact.

#### **6.3.2 Support for individual young people**

Cheshire and Warrington Connexions has played a number of roles in relation to the RESPECT programme. Some of the Connexions advisors have been instrumental in the promotion of the programme in schools and one advisor has been available as a support worker for one of the Stage One courses when particular schools were unable to supply anyone: as a result of the success of this supportive role, it is planned to extend it to more Stage One courses in May 2007. The development of the role of Connexions has been a positive aspect of partnership working and their support for young people on the Stage One courses has filled an important gap.

If young people are to be accompanied by a member of staff it is crucial that the support worker is clear about his/her role in relation to the young person and the course facilitators as well as understanding the ethos and aims of the programme as

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the wrong attitude from the support worker may detract from the young person's engagement with the programme. Staff from the RESPECT programme may need to meet with the support workers prior to the course so that they have a clear understanding of what is expected of them within the context of the Stage One course.

### **6.3.3 The Practitioners Group**

The implementation evaluation has found that there is some agreement that the Practitioners Group could have an important role in spreading knowledge about and shaping the operation of the RESPECT programme. The members of the group who were involved in the initial evaluation interviews said that they would value a greater input via this forum. To date, the group has only met on two occasions, although a third meeting is planned for April 2007, and so its mode of functioning and a clear purpose has not yet been established. There needs to be more clarity about the role of the group so that the attendance of appropriate managers and members of staff can be achieved.

### **6.3.4 Staffing**

The RESPECT programme has been successful in recruiting staff from a variety of backgrounds to form the core team. Whilst the four youth support officers are responsible for delivering the course and, in three cases, working with the *On the Streets* project, the fourth member of staff, the school liaison officer, has a more diverse role. The comments from the young people who attended the January 2007 courses and observation of the staff indicate, to date, that they are a positive dimension of the programme.

The primary roles of the school liaison officer appear to be to work with referrers and potential referrers to ensure that young people are appropriately referred and that contact is maintained with the referring agencies before and during their attendance on the RESPECT programme in order to secure the pupils' involvement and to communicate progress or any issues whilst they are attending. The implementation evaluation has found that personal contact before the start of the Stage One course is valued by both the referrers and young people and it is recommended that this should always be attempted by either the school liaison officer or the course facilitators and also be incorporated into the procedures for Stage Two of the programme.

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The school liaison officer is also expected to maintain contact with the young person after their attendance on the programme: as the number of young people and the number of referral sources continue to grow, it will be important to ascertain how feasible this is for one person. The roles of the school liaison officer, the Youth Federation and the evaluators with regard to post RESPECT contact need to be clarified to avoid potential duplication for the programme and confusion for the referrer and young person.

#### **6.3.5 Start-up time**

Whilst Stage One of the RESPECT programme took its first referrals during August 2006 and first ran a course from the following month, it has taken much longer for both the Stage Two and the *On the Streets* project to become operational. It appears that the staff employed directly by the RESPECT programme have put the greater proportion of their resources into getting the 11 week course started – this is understandable and has resulted in staff being recruited, 45 young people graduating from the January 2007 courses (plus a number at the end of the September courses) and a clear product which can be illustrated with descriptions of experiences and activities to referring agencies and young people.

Youth Federation Stage Two support has been much slower in taking referrals and in becoming operational and the evaluators are not aware of anyone being considered for a Stage Two referral to an alternative scheme by the end of March 2007. The implementation analysis suggests that these elements of the RESPECT programme need to be more closely integrated into the overall programme and more clearly publicised as an option alongside Stage One to potential referrers. A clear and consistent understanding of all options and referral pathways must be developed: in considering these pathways, it is vital that referrers are the first point of contact before any provision beyond the initial agreement is offered to a young person.

The *On the Streets* project in Halton has had its own timescales for implementation as it is a different approach and funding stream from the other parts of the RESPECT programme. The development of *On the Streets* as an element of the RESPECT programme began after the submission of the initial *Invest to Save* bid and later delays in the project becoming fully operational have been the result of a number of factors. These have been identified as the need for a service level agreement because the seconded police officer within the RESPECT programme was initially to be involved in

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the detached work, further consideration of the risk assessment for fire service personnel undertaking the detached youth work and the workload of the Stage One course facilitators meant that they did not have the capacity to work additional hours. The project was, however, launched in February 2007 and the detached work and organised sessions with young people have taken place with the involvement of one member of staff from the RESPECT team. The next few months will need to see an increasing level of involvement from the RESPECT programme staff if the aims of this project are to be realised.

#### **6.3.6 Interaction between different elements of the programme**

Although the RESPECT programme can be divided into a number of operational elements, there are clearly links between the different components. The primary link is between Stage One and Stage Two. A key decision at the time of the initial referral is to direct the young person to the most appropriate provision, whether that is the 11 week course, support from the Youth Federation or alternative programmes. There are also points where it may be appropriate for a participant to move from Stage One to Stage Two or vice versa such as when the young person has chosen not to participate or it is considered that the other type of provision, either groupwork or more tailored support depending on the direction of the move, is now more appropriate for them.

The links between Stage One and Stage Two can only be made successfully if there is a greater degree of clarity both within the RESPECT programme and amongst referrers about what the different elements offer and about the referral timescales and mechanisms. Referrers need to have enough information about the most appropriate destination on an individual basis in order to make the decision and each of the elements of the RESPECT programme need to be fully operational. It is important that each young person is referred at the right time to the correct element of the programme in order to maximise the chances of a successful outcome.

A less direct link between Stage One and the *On the Streets* project relates to the availability of staff. As the *On the Streets* project started later than the Stage One courses, this did not become an issue until spring 2007. It has now been recognised that in order to release staff for the detached youth work on a total of three evenings each week, a smaller number of daytime courses can be run. Whilst there were six courses running between January and March 2007, there will be only four from May to

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July. The impact of each commitment must be managed in operational terms and it will also be monitored as part of the evaluation.

#### **6.3.7 The level of referrals**

Although RESPECT has been able to accommodate all of the referrals that have been made to the programme to date, either by deferring them or running additional Stage One courses, places may need to be rationed in future. Structures have been established in Warrington to do this through the WASSH but there are no such arrangements for Cheshire. A system may need to be developed to assess and prioritise referrals if the demand for places increases, particularly as a growing number of schools and agencies get to hear about the programme. In allocating places to each course, it is also recommended that the age and sex of the young people is considered so that each group has a balanced profile.

#### **6.3.8 Late starters**

An operational issue which has arisen during the early stages of the implementation evaluation is the impact of young people joining a Stage One course after the first session. This has included both individuals and in one case, a group of young people from one referrer.

On one of the January 2007 Stage One Courses, a group of seven young people from a study centre were allocated places to join on the second week but the late arrival of these young people appears to have had a considerable impact upon this course. Firstly, it was felt that the original group had worked well on the first week and had started to get to know each other but that the dynamics of the group were then disrupted by the new starters, who were also older, and the group took a number of weeks to settle down. Secondly, the addition of the late starters resulted in a group of 18 people, a number which was much larger than the specified maximum size of 12 for a Stage One course.

Four more participants did not attend on the first week of the Stage One course in January 2007 but attended on the second week. Although the absence of three of these young people on the first week was authorised as a result of sickness, the overall attendance level of these participants was poor – two left the programme and another had five more unauthorised absences. Although absence as a result of sickness on the

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first week cannot be anticipated, there seems to be a need to clarify the programme's policy on late starters and to make it known to referring schools and agencies.

### **6.3.9 Non attendance and course leavers**

The information presented in Chapter 5 of this report considered the number of young people who started the RESPECT Stage One courses in January 2007 but left before its completion. This includes a small number who were dismissed and a larger number who chose to leave. The young people who chose to leave may have had a conversation with the referrer that was conveyed to the RESPECT programme or they might have simply stopped attending.

In order to achieve the best outcome from the RESPECT programme, it is likely that a young person will need to have attended (and participated in) all or the majority of the sessions. Although full attendance at all of the sessions is the ideal, there will be both authorised and unauthorised absences. The issue that has arisen during the implementation evaluation is whether there should be a point at which a young person could be deemed unable to complete the Stage One course as a result of a number of unauthorised absences. The programme has not set a cut-off point for absences but it may be necessary to have a clear policy for a number of reasons, some of which will also be applicable to Stage Two of the programme:

- to maintain the cohesion of the group for the regular attenders and to reduce any difficulties for the facilitators associated with reintegrating non-attenders back into the group;
- to ensure the safety of participants who may have missed vital components of the course on the weeks they were absent;
- to reaffirm with the referrers and young people the commitment expected from the participants;
- to establish a point when a discussion can take place about whether Stage Two would be a more appropriate option for an individual;
- to allow the evaluators to contact leavers at a cut off point rather than not knowing that many of them have left until the end of the course.

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## **6.4 Issues for the evaluation**

The evaluators have been involved in many elements of the programme through attendance at meetings and groups, observation sessions, interviews with staff and young people and focus groups. The evaluators have found that the RESPECT programme has been positive about their role and staff have been accessible and open in sharing their experiences. The first phase of the evaluation has, however, identified three particular issues; incomplete or inaccurate paperwork, a lack of information about when people leave the Stage One course, and the need to add to the information being recorded on the Connexions database.

### **6.4.1 The completion of forms**

The diversity and complexity of the RESPECT programme and its evaluation has resulted in a range of administrative tasks to be completed by the referrers, participants and staff. The initial stages of the implementation evaluation has found that appropriate systems are being developed as the need arises (such as individual progress forms and brief questionnaires for parents and schools) but that there are some inconsistencies in the extent to which forms are being completed and in their storage and processing.

It was not possible for the evaluators to produce a comprehensive profile of the young people referred to the Stage One programme from September 2006 because some of the referral forms were incomplete, others were missing and one group's had been lost. Referrers should be contacted again if incomplete forms are received and systems must be established to ensure the security of completed forms.

This was also the case for the Strengths and Difficulties Questionnaires that were to be completed by the participants from January 2007: some of these were only partially completed, a batch of pre intervention questionnaires were lost and two lots of post intervention questionnaire were given to participants to complete at a later date. It is vital that these questionnaires are completed at the start and end of each course in order to have a self-reported measure of the impact of the intervention from the young people.

The evaluators have also found some discrepancies between the information on the attendance sheets and information from referrers. This has occurred when the



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evaluators have tried to contact young people who did not start the course or left the course in the early stages: on more than one occasion the evaluators were told that someone did not start the course when they were down as having attended at least one session. The evaluators did not know that four people had not started the Ellesmere Port course in January 2006 until the end of March and as a result were unable to ascertain the reasons for this before the production of this report.

Although the evaluators understand there has been only one referral to Stage Two before the middle of March, the evaluators have not yet been able to acquire full information about and copies of the forms that are to be used by the Youth Federation. Although the Youth Federation has copies of the SDQ, there needs to be further discussion so that the needs of the evaluators in relation to this element of the programme are clear. The difficulty to date has been in establishing contact with the relevant staff.

It is crucial that the needs of the programme and the evaluation are clear. The course facilitators need to have adequate information about participants from a complete set of referral forms before the young people start the course and the evaluators are dependent upon complete and accurate information being recorded on appropriate forms if the evaluation is to successfully reflect the progress and impact of the programme.

#### **6.4.2 Information about non starters and leavers**

The evaluators were able to contact three people who they knew had left the January 2007 Stage One course but were unaware of a further seven leavers until the attendance registers were analysed at the end of March. The evaluators were also unsure about the number non-starters. In order that the young people who do not start or drop out of any element of the programme can be contacted in a timely manner, it is important that there is a cut off point so that it is clear when someone has left the Stage One or Stage Two of the programme and that personal details are passed on.

#### **6.4.3 Tracking data**

Connexions has provided access which has enabled the RESPECT programme manager to enter information about the participation of young people on the RESPECT programme onto the Core+ database of all young people in Cheshire and Warrington.

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This will greatly enhance the ability of the programme and the evaluators to track participants after their involvement with RESPECT has ceased. The application could, however, be more useful to the programme if, for example, information about participants in Stage Two was entered and if a comprehensive set of codes were used so that the reasons for non-completion of the course could be recorded and distinctions made between non-starters, young people who are dismissed and voluntary leavers. It would also be useful if the young person's involvement in the RESPECT programme was recorded at the start of the course so that Connexions Advisors were aware of a young person's involvement if they met with them whilst they were attending.

## **6.5 Conclusion**

This report covers the development of the RESPECT programme between September 2006 and the middle of March 2007 and so the findings are a snapshot at one point in time. As the programme and its systems and procedures are developing, some of the issues raised here may have already been addressed. Later evaluation reports will be able to reflect on the extent to which this has happened and how any changes have had an impact upon the programme.

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## **Appendix 1**

### **The evaluation**

## **Introduction**

This Appendix outlines the strategy for the evaluation of the RESPECT programme, which has two strands, one focusing on implementation and the other focusing on outcomes. The evaluation of the programme requires ethical approval from the University of Chester's School of Applied and Health Sciences Research Ethics Committee.

The first ethics application was submitted on 3<sup>rd</sup> January 2007 where it was granted ethical approval. This application detailed the methodology that forms the cornerstone of the evaluation, including the first stages of the implementation evaluation, identifying the characteristics of the young people who are referred to the programme, the pre and post course assessment tool, interviews with a sample of young people who did not complete the 11 week course, focus groups at the end of each course, interviews with a sample of young people three months after the course and the collection of baseline information.

## **The implementation evaluation**

Studying implementation is important in the early stages of a project as it can provide timely information about the dynamics of the operation of the programme and whether or not things are happening as planned. This, in turn, can be used to aid the development of the project. The information used to inform the implementation evaluation is being collected primarily through secondary sources and through attendance at a variety of groups and meetings, interviews with members of staff and interviews and focus groups with young people.

## **A profile of participants on Stage One and Stage Two of the programme**

The characteristics of young people who are referred to the RESPECT programme can be collected from the referral forms and attendance assessed via the weekly monitoring sheets. This profile can be supplemented by the findings of the pre course assessment, currently the SDQ, as well as potentially the APIR profile from Connexions (see below).

## **Outcomes for the young people**

The outcomes for the young people who have been part of the RESPECT programme will be captured with the use of both qualitative and quantitative research methods. The quantitative measure of any change in behaviour will be through the use of one or more assessment tools, whilst qualitative information will be captured via focus groups, individual interviews and observations.

## **Assessment tools**

Embedded in the evaluation of the RESPECT programme is a 'before and after' study design in order to capture change at an individual level. This element of the evaluation has a number of dimensions as it includes both qualitative and quantitative methods and the investigation of change over a period of time.

The evaluation team has investigated a number of assessment tools which have been designed to measure behavioural change. It was important that the tool to be employed should:

- have two parts in order to measure both pre and post intervention;
- be a valid and reliable measure of change in behaviour;
- be designed for teenagers;
- be quick and easy to complete.

The tools that were considered included the following:

- 'Spiritlevel' quality of life profile;
- Social Dysfunction Rating Scale;
- Affect Balance Scale;
- Rand Mental Health Inventory;
- General Well-Being Schedule;
- Strengths and Difficulties Questionnaire.

On reviewing the available tools, it was decided to pilot Youth in Mind's Strengths and Difficulties Questionnaire (SDQ) with the young people involved in the RESPECT programme between January and July 2007.

The Strengths and Difficulties Questionnaire (SDQ) has been designed to measure emotional and behavioural difficulties in children and adolescents (Goodman, 1997). The version of the SDQ which is being used as part of the RESPECT evaluation was designed for young people aged 11 to 16 years old. It comprises two self-completion questionnaires, one to be completed before an intervention and one at its conclusion. The tool has five scales (emotional symptoms, conduct problems, hyperactivity, peer problems and prosocial behaviour) and five statements in each scale.

For each statement, the respondent has to state whether it is not true, somewhat true or completely true. The completed SDQ allows a total difficulties score to be calculated

(this excludes the prosocial scale) and a score for each of the 5 scales. The score can place the individual in a normal, borderline or abnormal category with pre-determined bands (although there is some suggestion that these can be adjusted). Copies of the pre and post intervention questionnaires are contained in Appendix 6. On the version completed by the young people, the wording 'the clinic' has been changed to 'the RESPECT programme' in the post-intervention questionnaire.

An alternative or an additional instrument which could be used to highlight change at the individual level is an element of the Connexions Assessment, Planning, Implementation and Review (APIR) Framework. The Framework identifies 18 factors "which have the potential to impact on a young person's participation in both positive and negative ways" (Learning and Skills Council, n.d.).

The factors in the profile are grouped under the headings of education and employment, family and environmental factors, social and behavioural development and personal health factors. For each of the 18 factors, discussions between the personal advisor and the young person will identify positive strengths which could contribute to successful transition(s), no issue which could hinder successful transition(s), general issues, significant and or specific issues, or critical and/or complex issues.

A Connexions personal advisor will complete the profile with each young person who is likely to require sustained support. It is likely that the majority of the young people who are referred to the RESPECT programme will have a personal advisor and will have completed the profile and have an APIR plan: Connexions Cheshire and Warrington also suggested that the profile should be completed for any young person who was referred but who did not currently have one. A personal advisor will meet with the young person on a regular basis to review his/her APIR profile.

It is therefore possible that a profile could be produced at the start and conclusion of the young person's contact with the RESPECT programme. Furthermore, as the link with the personal advisor is a continuous one, APIR could be used to reflect the progress of the RESPECT participants over a longer period. This could be done looking at the profile as a whole or for specific factors in the APIR such as, under the education and employment sector, 'participation and achievement' and under social and behavioural factors, 'identity and self-image', 'attitudes and motivation', 'relationships with in family and society' and 'risk of (re) offending'.



### **Tracking participants**

As mentioned above, the profiles that are completed by Connexions personal advisors with the young people who have attended RESPECT will be updated for a number of years after they have attended the programme; for some young people this will be until they are 19 years old. Using the Connexions tracking system as part of the longer term evaluation will avoid any duplication of tasks and allow for the possible selection of participants for follow-up interviews, dependent on consent being granted. To date, this has been discussed only with Cheshire and Warrington Connexions.

### **Individual interviews and focus groups**

Central to the evaluation is the qualitative information gained from the young people who participated in the RESPECT programme, whether this was the Stage One course, Stage Two run by the Youth Federation or the detached youth work project, *On the Streets* in Halton.

### **Stage One qualitative evaluation**

In the first year of the evaluation, focus groups will be held at the end of each 11 week course to find out more about the response of the young people to the RESPECT programme and the impact they feel that their attendance has had upon them. Through talking to the young people, the evaluators aim to identify the outcomes which are important to them and to understand the mechanisms through which the programme has brought them about. Interviews will also be conducted with a sample of young people three months after their last attendance to expose the extent of any lasting impact.

### **Stage Two qualitative evaluation**

The format of the qualitative evaluation with the young people who have participated in Stage Two of the RESPECT programme will initially follow a similar format to that of Stage One. The main difference, however, will be as a result of the fact that this is a more individually tailored programme and it is likely that the experiences and activities undertaken by the young people are more diverse. It is likely that the fieldwork at the end of Stage Two will be undertaken through one-to-one interviews rather than focus groups and, as a result of the smaller numbers, it is anticipated that the researchers will attempt to interview all of the young people as part of the three month follow-up to assess sustained impact.

### **Summer holiday project**

The RESPECT programme bid included details of a summer holiday project. This was deferred from summer 2006 and, to date, the timing and details of the rearranged summer holiday project have not been finalised. The best format for the evaluation to be undertaken will be considered when this element of the programme has been defined.

### **Detached youth work qualitative evaluation**

The format of the RESPECT evaluation of the Halton *On the Streets* project has not yet been finalised but it is likely that it will also take the form of a combination of one-to-one interviews and focus groups. The initial plan is for detached work to be undertaken in a specific geographical area for six months and, within that timeframe, the project workers work to consecutive eight week plans. This means that at the start of each eight week period, the researchers can look at their work plan and assess the opportunities for different kinds of fieldwork. Datafiles can also be extracted from the Electronic Youth Service (EYS) database that will allow the researchers to identify individuals who have engaged with the *On the Streets* project: it has been agreed that the detached youth workers could then approach these young people for consent to be interviewed.

In addition to the evaluation that will take place as part of the RESPECT programme, the *On the Streets* project conducts two types of evaluation that are stored on the EYS database. The first is a session evaluation that is stored as free text, whilst the second is a six month evaluation which has headings such as outcomes for the community, outcomes for young people and progression routes. This information is compiled from the work with young people, observations and information from members of the community. Quarterly returns are also sent to the Neighbourhood Renewal Fund to report progress against the targets set in the original bid.

### **Outcomes for the community**

The RESPECT bid to *Invest to Save* incorporated a number of quantifiable indicators against which the programme aimed to measure the outcomes for the community. A workshop of partner organisations in March 2007 discussed the performance indicators against which the programme wished to be evaluated – the details of the programme's performance indicators are to be finalised by the Practitioners Group.

The outcomes for the community to be included in the evaluation are as follows:

- permanent exclusions from school;
- fixed term exclusions from school;
- unauthorised absences;
- reported incidents of youth related anti-social behaviour;
- Not in Education, Employment or Training (NEET) statistics for 16 year olds;
- deliberate fires;
- hoax calls;
- youth crime.

### **The baseline and annual updates**

The baseline statistics against which updated information will be compared is the year before the RESPECT programme was established, that is, the financial year April 2005 to March 2006 and, for the exclusions and absences information, the school year September 2005 to July 2006.

The information for each of these community indicators will be updated on an annual basis to show any changes, the first data being for 2006-07. As far as is possible, this will be analysed alongside the information about participants in the RESPECT programme, particularly against the home postcode of the young people who have attended activities, to assess whether there have been changes within particular geographical areas.

### **Outcomes for society**

The economic approach to the evaluation will develop as the RESPECT programme progresses. This element of the evaluation will be planned into the timetable for 2008-2009.

## **Appendix 2**

### **Job Descriptions**



## **JOB DESCRIPTION**

<b>Job Title</b>	<b>RESPECT Project Manager</b>
<b>Post Number</b>	
<b>Location</b>	
<b>Grade/Role</b>	
<b>Special Allowances</b>	None
<b>Special Conditions</b>	None
<b>Responsible to</b>	
<b>Date of creation</b>	

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## **JOB PURPOSE**

As part of Cheshire Fire and Rescue Services Youth Engagement Team this role is to develop and manage the RESPECT project over a three year period, liaising with partner agencies at a strategic and tactical level, ensuring Cheshire Fire and Rescue Service's Youth Engagement Team are targeted at troublesome and excluded young people in Cheshire, Halton and Warrington.

## **PRINCIPAL RESPONSIBILITIES**

- 1 Manage a team of people dedicated to the RESPECT project in the areas of Cheshire, Halton and Warrington. Adopt a flexible approach, delivering bespoke programmes designed for client and young people needs. Ensure effective and flexible use of Youth Engagement Team staff to work with partners and young people to reduce incidence of anti-social behaviour and exclusions from school. 20%
- 2 Overall, oversee and manage the RESPECT project in order to reduce temporary, fixed term and permanent exclusions. Reduce unauthorised absences. Reduce anti-social behaviour, arson and hoax calls. Reduce the number of young people within the NEET (Not in Education, Employment or Training) population. 10%
- 3 Attend quarterly governance meeting and comply with the ODPM report procedures on the progression of the RESPECT project. Constantly aim to engage with key partners, develop and improve relationships and interagency working, targeted at troublesome and excluded young people. 10%
- 4 Work with local managers in Performance Delivery Groups and Station Managers in targeting local problems involving young people. Maximising 10%

local resources, such Fire Stations and Community Safety Centres and their staff, including Advocates and operational firefighters, to engage with young people.

- 5 Through effective partnership liaison, ensure staff and resources are deployed in the three authority areas in order to identify young people who would most benefit from the RESPECT project or other interventions. 10%
- 6 Develop the RESPECT project and other interventions, utilising existing accredited curriculum material. Identify where gaps exist and develop material and interactive experiences designed to trigger attitudinal, behavioural change. 10%
- 7 Develop an interagency partnership which will share both skills and resources within multi-disciplinary teams, as outlined in Every Child Matters Green Paper. Work with agencies and commissioning bodies to ensure compliance with the Fire and Rescue Service's Strategy for Young People designed to reduce small fires caused deliberately and anti-social behaviour involving young people. 10%
- 8 Oversee the research element of the RESPECT project, ensuring each individual young person is initially assessed for risk and directed to the most effective intervention. Develop post intervention and tracking research in order to develop RESPECT content and assess long term effectiveness. Including qualitative and quantitative performance which establishes societal savings which result from the project. 5%



## **JOB DESCRIPTION**

<b>Job Title</b>	<b>SCHOOL LIAISON OFFICER</b>
<b>Post Number</b>	
<b>Location</b>	
<b>Grade/Role</b>	
<b>Special Allowances</b>	None
<b>Special Conditions</b>	None
<b>Responsible to</b>	
<b>Date of creation</b>	

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## **JOB PURPOSE**

As part of Cheshire Fire and Rescue Services Youth Engagement Team this role is to co-ordinate, support and contributes to the delivery of community fire safety advice to the targeted youth of Cheshire, Halton and Warrington. Working across Performance Delivery Group areas the postholder will support and build on the success of Cheshire Fire & Rescue Service's Prince's Trust Team Programmes, the Fire Cadets and the many other initiatives that take place with young people in the community. The postholder will support the RESPECT project which is targeted at troublesome and excluded young people in Cheshire, Halton and Warrington. The post holder will work in partnerships with schools. By supporting delivery and monitoring this youth activity, often by multi-agency work, the postholder will contribute to the aim of Cheshire Fire Authority which is 'to secure a safer community by a reduction in the number of fires and other emergencies'

## **PRINCIPAL RESPONSIBILITIES**

- 1 Work in partnership and attend meetings with the Local Education Authority, Local Authority Schools, Local Authority Departments, Head Teachers, Teachers, Learning Mentors, Connexions and Police School Liaison Officers as part of the referral process to ensure troublesome and excluded young people are referred onto the RESPECT programme. Work with these partnerships in the monitoring and evaluation of the young person before, during and post programme. 30%
- 2 Work with Connexions and use this to promote the RESPECT project or other relevant fire service youth initiatives. Work with Connexions to develop and produce an effective referral system of targeted young people onto the RESPECT project or other relevant fire service initiatives. 30%

- Work with Connexions in the monitoring and evaluation of the young person before, during and post programme.
- 3 Work with schools to promote fire safety as an integral part of a student's education to improve their well-being at key stage 1 to 4 fully utilising materials developed by the national Community Fire Safety Centre. Work with PDG managers and Station Managers to deliver Fire Education and Awareness sessions and or station visits. 10%
  - 4 Assist Cheshire Fire & Rescue Service HR department in the development of a school Work Experience policy. 10%
  - 5 Assist in the development the RESPECT project and other interventions, utilising existing accredited curriculum material. Identify where gaps exist and assist in the development of material and interactive experiences designed to trigger attitudinal, behavioural change. 10%
  - 6 Develop a range of methods of communicating with young people, including those with learning difficulties to ensure effective delivery of the RESPECT project and other Fire Service Youth Initiatives. 5%
  - 7 Liaise with other fire and rescue services and agencies working in the area of youth engagement to identify 'best practice' to influence future fire and rescue service strategy. 5%





## **JOB DESCRIPTION**

<b>Job Title</b>	<b>YOUTH SUPPORT OFFICER</b>
<b>Post Number</b>	
<b>Location</b>	
<b>Grade/Role</b>	
<b>Special Allowances</b>	None
<b>Special Conditions</b>	None
<b>Responsible to</b>	
<b>Date of creation</b>	

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## **JOB PURPOSE**

As part of Cheshire Fire and Rescue Services Youth Engagement Team this role is to both support and contribute to the delivery of community fire safety advice to the targeted youth of Cheshire, Halton and Warrington. Working across Performance Delivery Group areas the postholder will support and build on the success of Cheshire Fire & Rescue Service's Prince's Trust Team Programmes, the Fire Cadets and the many other initiatives that take place with young people in the community. The postholder will support the RESPECT project which is targeted at troublesome and excluded young people in Cheshire, Halton and Warrington. The postholder will also support and assist in the delivery of the 'Firesafe' Programme aimed at young people referred to Cheshire Fire & Rescue Service due to an unhealthy fascination with fire. The post will involve contact with students on Fire Service Youth Initiatives and organisations inside and outside the Fire Authority and will require some evening and weekend commitment. By supporting delivery and monitoring this youth activity, often by multi-agency work, the postholder will contribute to the strategic aims of Cheshire Fire and Rescue Service

## **PRINCIPAL RESPONSIBILITIES**

- 1 Work with partners and attend the relevant meetings within Fire Service Performance Delivery Groups, Statutory Agencies, Local Authority Departments, Connexions, C.A.M.S, Youth Offending Team, voluntary agencies and other groups, particularly in those areas often regarded as socially deprived in the community to promote fire safety in the context of good citizenship to young people. Use these Partnerships to assess the individuals need and refer the young person onto the relevant fire service youth initiatives and engagement with the local fire station. 30%
- 2 Work with Cheshire Fire and Rescue Service Cadet Units. Visit and support 20%

Cadet Units and Cadet activities on a regular basis. Attend Cadet planning meetings. Deliver training packages to the volunteer Cadet instructors. Deliver fire awareness sessions to Cadet Units. Support Cheshire Fire and Rescue Services Cadet Manager in the delivery of an accredited Cadet programme. Work with the Cadet Manager to ensure Cadet policy, practices and procedures are maintained.

- |   |   |     |
|---|---|-----|
| 3 | Deliver the Arson Prevention Programme and other fire related education and activities to targeted young people that can contribute to the rehabilitation of young offenders by raising social awareness. Deliver the agreed fire awareness sessions. Use these activities to refer young people onto the relevant fire service youth initiatives and engagement with the local fire station. | 10% |
| 4 | Support and deliver the 'Firesafe' programme. The programme offers support to families whose children have an unhealthy and inappropriate fascination with fire. Where necessary work with other support agencies and refer onto the relevant programme.  | 10% |
| 5 | Target and deliver training including Child Protection to fire service personnel on working with young people to improve their effectiveness in the community.  | 10% |
| 6 | Develop a range of methods of communicating with young people, including those with learning difficulties to ensure effective delivery of a community fire safety message. Assess the current fire safety education materials and ensure they are fit for purpose.  | 10% |
| 7 | Monitor the application of the Fire Service's policies on child protection and fairness and equality for young people and advise SMT on their effectiveness.  | 5%  |
| 8 | Liaise with other fire and rescue services and agencies working in the area of youth engagement to identify 'best practice' to influence future fire service strategy.  | 5%  |

## **Appendix 3**

### **Referral Form**



The 'RESPECT' project is one day per week for 11 weeks. Based at the local fire station. The aim is to re-engage young people at risk via a programme of intensive, disciplined practical activities led by the Fire Service. The programme will address issues around team work, taking responsibility, consequences of actions, problem solving and lateral thinking. The programme is also designed to improve confidence and self esteem

Name of young person:		M/F	School where Young Person is on roll:
Address:			School contact: Telephone:
Postcode:			Parent / Guardian contact: Telephone
D.O.B	School Year:		Connexions PA contact: Telephone:
Exclusions fixed or permanent yes / no			Attendance last term:

Please comment on the following:

- Self esteem:

- Behaviour:

- Relationships with peers:

- Relationships with school staff:

- General attitude and motivation:

- Ability to work in a group:

Is the young person involved with any other agencies?

Needs assessment:

Please highlight the estimated priority level of need in each area  
(1 being lowest priority, 5 being highest priority)

School Attendance	1	2	3	4	5
Basic Social Skills	1	2	3	4	5
Improvement in Self esteem	1	2	3	4	5
Improvement in Behaviour Management	1	2	3	4	5
Improvement in Learning	1	2	3	4	5
A Secure and Supportive Environment	1	2	3	4	5

Does the young person have issues regarding:

	Yes/	No	Explain
Violence      verbal			
Physical			
Child Protection Issues			To be appropriately discussed at referral meeting and not here
Offending Behaviour			
Court Convictions			
Anti-Social Behaviour			
Fire Setting			
Hoax Calls			
Dangerous Driving			
Any other comments:			

How do you believe the project could benefit this young person?

Does the young person have any special educational needs or a disability?

Any Additional Comments:

This space is for the young person being referred to give us their thoughts on:  
(Feel free to complete this part with the young person and attach it to the back of the form)

1. What do you find difficult at school
2. Are there any areas you feel you may need extra support
3. Why would you like to join the group at RESPECT
4. Are you getting any additional support from other agencies

Please be as honest as you can and give as many details as possible. Don't worry about spelling or handwriting. This won't affect your chances of being offered a place.

Signature of young person .....

Date .....

Referrer: NAME.....POSITION.....

Signature of referrer.....Date.....

**PLEASE SEND THE COMPLETED FORM TO:**

**Lyn Brooks-Allen**  
'RESPECT' School Liaison Officer  
Cheshire Fire and Rescue Service  
Youth Engagement Team  
Chester Fire Station  
St Anne Street  
Chester  
CH1 2HP

Tel: 01244 342449 ext 167  
Mobile: 077177 28960

Or email [lyn.brooks.allen@cheshirefire.gov.uk](mailto:lyn.brooks.allen@cheshirefire.gov.uk)

## **Appendix 4**

### **Publicity Leaflet**

# programme content

- Introduction and training agreement
- Team building
- Basic fire-fighter training 1
- Water awareness
- Outdoor activity 1
- Fire awareness and hoax calls
- Road traffic collisions
- Outdoor activity 2
- Live fire fighting
- Basic fire-fighter training 2
- Graduation



## partners



connexions



If you would like any further information on **Respect** or how to refer young people onto the programme please contact us:

Nick Evans - **Respect** Project Manager  
**01244 342449 - 07776 297802**  
**nick.evans@cheshirefire.gov.uk**



## respect personal development programme

**1 day a week for people age 13 - 15**

Improving confidence and esteem in young people at risk from being excluded from school





# The challenges

**The Respect project aims to change and re-motivate the lives of young people who are not engaging, dropped out or at risk of being excluded from school.**

The challenge is to focus on prevention and early intervention to decrease social exclusion, the number of school exclusions and referrals to other agencies such as local authority Youth Offending Teams.



## Process

**In an attempt to address these issues, the project will:**

- Contribute to existing inter-agency partnerships
- Share information, skills and resources within multi disciplinary teams as outlined in Every Child Matters
- Contribute to existing strategies targeting work with young people
- Contribute to a variety of alternative curriculum educational provisions
- Develop policy and practice on prevention of fires and anti-social behaviour involving young people as outlined in the Fire & Rescue Service Strategy for Children and Young People.

RESPECT will be led by Fire Fighters and other Fire Service personnel delivering disciplined practical activities. Based at a local fire station and detached on the streets the programme is designed to be challenging and intensive and will address issues around team work, taking responsibility, consequences of actions, problem solving and lateral thinking. The programme is also designed to improve confidence and self esteem.

## Objectives

**Our objectives are to:**

- Contribute to a reduction in the number of young people being excluded from Cheshire; Halton & Warrington schools
- Contribute to a reduction in the number of unauthorised school absences throughout Cheshire: Halton & Warrington
- Conduct extensive research on incidents of youth nuisance/anti-social behaviour
- Reduce arson and hoax calls through targeted work with young people
- Reduce the number of deliberate small fire
- Make a positive contribution to young people's lives.



The programme has been designed after extensive consultation with partners and young people.

The project can be used in conjunction with Youth Achievement Awards and the Duke of Edinburgh scheme.

## **Appendix 5**

### **Course Outline**

## Cheshire Fire and Rescue Service - RESPECT Team

### Week 1: Introduction and training agreement



Session 1: Aims:	
1)	To gain an understanding of the REPECT programme, induction to PPE and to get to know team members
Objectives:	
1)	To understand the RESPECT Programme
2)	To understand the training agreement and team contract through question and answer session
3)	To understand the importance of Personal Protection Equipment (PPE) and its maintenance
4)	To learn names of other team members

Time	Activity	Place	Props	Reason
0930 - 0940	Welcome and introductions	Team Room	None	Time to let everyone arrive
0940 - 0950	PARADE H&S brief	Team Room	None	Inform group of day. Listening skills, discipline. H & S brief
0950 - 1000	NAME AND ACTION	Team Room	None	Ice breaker & communication skills
1000 - 1100	INDUCTION – student fire fighters Training Agreement Team contract Expectations (hope and fears) Questions and answers	Team Room	Flip Chart/ training agreements, pens	Define boundaries, set standards of behaviour Communication, Decision Making Confirm input
<b>1100 - 1115</b>	<b>Break</b>	<b>Team Room/Outside</b>	<b>None</b>	<b>Refresh</b>
1115 - 1130	TOUR OF FACILITIES	Station/Outside		Familiarise with building. Aware of out of bounds areas
1130 - 1200	STORAGE OF EQUIPMENT ON PUMP	Engine house/outside	Pump	Awareness of Equipment and Stowage
1200 - 1230	Size team for PPE issue, demonstrate correct dressing and storage of PPE. Rota for lunch & drink making. Meeting and greeting person. Kit person.	Team Room	PPE shoe brush, polish	Awareness of PPE and care/cleanliness
<b>1230 - 1300</b>	<b>Lunch</b>	<b>Team Room</b>	<b>None</b>	<b>Refresh</b>
1300 -1400	NAME GAME, TOXIC WASTE, BLIND TRAIL			
<b>1400 -1415</b>	<b>Break</b>	<b>Team Room/Outside</b>	<b>None</b>	<b>Refresh</b>
1415 -1445	GUTTER RACING	Team Room/Outside	Lengths of guttering,	Working Together

			balls, obstacle course	
1445 -1500	REVIEW, LOOK FORWARD,TIDY UP	Team Room	Pens, paper, envelopes	

## Cheshire Fire and Rescue Service - RESPECT Team

### Week 2: Team building



Session 2: Aims	
1)	To increase participants confidence by developing team building, problem solving, and negotiating skills
Objectives:	
1)	To build a team headquarters using problem solving and negotiating skills
2)	To learn how to do a risk assessment of a situation and to assess health and safety implications

Time	Activity	Place	Props	Reason
0930 - 0940	Team assemble/brief	Team Room	None	Re-enforcement
0940 - 0950	PARADE	Team Room/Outside	None	Inform group of day. Listen skills, discipline
0950 - 1000	Break	Team Room	None	Refresh/get ready
1000 - 1045	Travel to Forest Exercise	Mini Bus / Van	Mini Bus	Travel
1045 - 1230	Forest Exercise Build a Temporary Headquarters	Delamere/ or appropriate site	Salvage Sheets, military frame tent, folding tables lines, gas stove, cooking equipment	Problem solving communication, working together
1230 -1300	Lunch	Team Room/Forest	None	Refresh
1300 - 1330	Health & Safety Awareness	Temp Shelter Delamere/ or appropriate site	Pens, paper, risk sheets Flip charts pens paper	One to ones/ Skills Evidence
1330 - 1400	Risk Assessments	Temp Shelter Delamere/ or appropriate site	Pen, paper, clip boards	Understanding risk and consequence of actions
1400 – 1415	Break	Team Room	None	Refresh
1415 – 1445	Break down temp shelter	Delamere/ or appropriate site		Communication, Team Work. End Day
1445 – 1530	Review day, look forward and tidy up. Travel Back	Mini Bus / Van		

## Cheshire Fire and Rescue Service - RESPECT Team

### Week 3: Basic Fire Fighter Training 1



#### Session 3: Aims

1)	To develop an understanding of basic fire fighter skills
<b>Objectives</b>	
1)	To become familiar with the equipment on a fire appliance
2)	To learn how to run out hose and to understand how to use ladders
3)	To gain further experience of team building

Time	Activity	Place	Props	Reason
0930 – 0940	Team Assemble/ Brief	Team Room	None	Re-enforcement
0940 – 0950	PARADE – kit up Assign watches	Team Room/Outside	None	Inform group of day. Listen skills, discipline
0950 – 1020	Guided tour of pump	Fire Station	None	Re-familiarisation of pump
1020 – 1100	Kit racing/hose running	Outside	Kit and hoses	Energiser
1100 -- 1115	Break	Team Room	None	Refresh/get ready
1115 – 1230	Numbering off Introduction to ladder work – A frames etc	Outside	Ladders	Introduction to ladders
1230 – 1300	Lunch	Team Room	None	Refresh
1300 - 1400	Combination drill	Outside	Ladders & hoses	
1400 – 1415	Break	Team Room/Outside		
1415 – 1445	Team building activity – water tube or spiders web	Outside	TBC	
1445 – 1500	Review day, look forward and tidy up.			

## Cheshire Fire and Rescue Service - RESPECT Team

### Week 4: Water Awareness



Session 4: Aims	
1)	To gain an understanding of the dangers of water and how to keep to safe near water
Objectives	
1)	To be able to identify dangers and hazards of water such as stoppers, eddy's and strainers
2)	To gain an understanding of water rescue and the equipment used

Time	Activity	Place	Props	Reason
0930 - 0940	Welcome	Team Room	None	Time to let everyone arrive
0940 - 0945	PARADE	Outside	None	Inform group of day. Listen skills, discipline
0945 - 1030	WATER AWARENESS	Team Room	Video and TV (check available prior to session)	
1030 - 1100	WATER AWARENESS Q & A	Team Room		
1100 - 1115	Break	Team Room/Outside	None	Refresh
1115 - 1215	INTRO TO WATER RESCUE EQUIPMENT	Team Room/Outside	Throw line, bag, inflatable hose, life jackets etc	General water equipment awareness
1215 - 1245	Lunch	Team Room/Outside	None	Refresh
1245 - 1315	Travel to water venue	Water Location		
1315 - 1415	WATER AWARENESS	Water Location	Buoyancy Aids	Water safety
1400 - 1415	Break	Water Location	None	Refresh
1415 - 1445	WATER AWARENESS	Water Location	None	Water safety
1445 - 1500	REVIEW, LOOK FORWARD, TRAVEL BACK	Water Location	Pens, paper, envelopes	

## Cheshire Fire and Rescue Service - RESPECT Team

### Week 5: Outdoor Activity 1



Session 5: Aims	
1)	To build individual team members confidence and strengthen team building & problem solving skills
Objectives	
1)	To participate in activities which involve problem solving, communication skills, self discipline and working together such as abseiling, zip wire and crate stacking.

Time	Activity	Place	Props	Reason
0930 – 0940	Team Assemble/ Brief	Team Room	None	Re-enforcement
0940 – 0950	PARADE	Team Room/Outside	None	Inform group of day. Listen skills, discipline
0950 – 1000	Break	Team Room/Outside	None	Refresh/get ready
1000 – 1045	Travel to Outdoor activity	Mini Bus	Mini Bus	Travel
1045 – 1230	OUTDOOR ACTIVITY	Petty Pool Outdoor Activity Centre	None	Problem communication, solving working together
1230 -1300	Lunch	Canteen	None	Refresh
1300 – 1430	OUTDOOR ACTIVITY	Petty Pool Outdoor Activity Centre	None	Problem communication, solving working together
1430 – 1445	Review day, look forward	Team room		
1445 – 1530	Travel back from Outdoor Pursuit Activity	Team Room		End day



## Cheshire Fire and Rescue Service - RESPECT Team

### Week 6: Fire Awareness & Hoax Calls



Session 6: Aims	
1)	To understanding how quickly fires develop, the effects of smoke and the consequences of arson/hoax calls
Objective:	
1)	To experience the aquarium, rat run and fire house

Time	Activity	Place	Props	Reason
0930 - 0940	Team Assemble/ Brief	Team Room	None	Re-enforcement
0940 - 1000	PARADE & PPE	Team Room/Outside	PPE	Inform group of day. Listen skills, discipline
1000 - 1045	Travel to FSHQ	Mini Bus	Mini Bus	Travel
1045 - 1230	AQUARIUM & RAT RUN	Training Ground	None	Problem solving communication, working together. Fire Awareness
1230 -1315	Lunch	Canteen	None	Refresh
1315 - 1445	FIRE HOUSE WITH SEARCH & RESCUE CONTROL	Training Ground	None	Fire Awareness, consequences of fire
1435 - 1445	Review day, look forward	Team Room	Flip chart, pens	End day
1445 - 1530	Travel back from FSHQ	Mini Bus		Travel

## Cheshire Fire and Rescue Service - RESPECT Team

### Week 7: Road Traffic Collisions



Session 7: Aims	
1)	To learn about the consequences of joy riding, casualty handling and the importance of team work
Objectives:	
1)	To learn about the main causes of road traffic collisions
2)	To learn how to use cutting equipment to remove casualties from vehicles
3)	To learn basic first aid techniques

Time	Activity	Place	Props	Reason
0930 - 0940	Team Assemble/ Brief	Team Room	None	Re-enforcement
0940 - 0950	PARADE	Team Room/Outside	None	Inform group of day. Listen skills, discipline
0950 - 1100	RTC INTERACTIVE PRESENTATION or NOBBY CLARK?	Team Room/Outside	TV, DVD, Video	Information
1100 - 1115	Break	Team Room	None	Refresh/get ready
1115 - 1230	RTC DEMO	Outside	Car, Fire Appliance	Re enforcement
1230 - 1315	Lunch	Team Room/Forest	None	Refresh
1315 - 1430	BASIC FIRST AID TECHNIQUES.	Team Room/Outside	None	Basic First Aid knowledge
1430 - 1445	Break	Team Room	None	Refresh
1445 - 1515	QUESTION & ANSWER SESSION WITH FIRE FIGHTERS	Team Room	Question Sheet, Video recorder	Interaction with Fire Fighters
1515 - 1530	Review day, look forward and tidy up	Team Room	Flip chart, pens	End day

# Cheshire Fire and Rescue Service - RESPECT Team

## Week 8: Outdoor Activity 2



### Session 8: Objectives

1) To strengthen team working and leadership skills

Time	Activity	Place	Props	Reason
0930 - 0940	Welcome	Team Room	None	Time to let everyone arrive
0940 - 0950	PARADE	Outside	None	Inform group of day. Listen skills, discipline
0950 - 1015	Travel to location			
1015 - 1100	Activities - Spiders Web			
1100 -- 1115				
1115 -- 1230				
1230--1315				
1315--1415				
1415--1430				
1430--1445				
1445--1515	REVIEW, LOOK FORWARD, TIDY UP	Team Room	Pens, paper, envelopes	Review

## Cheshire Fire and Rescue Service - RESPECT Team

### Week 9: Air Disaster



Session 9: Aims	
1)	To further develop problem solving and team working skills
Objectives:	
1)	Work as a team in a real situation with real fire

Time	Activity	Place	Props	Reason
0930 - 0940	Team Assemble/ Brief	Team Room	None	Re-enforcement
0940 - 0950	PARADE	Team Room/Outside	None	Inform group of day. Listen skills, discipline
<b>0950 - 1000</b>	<b>Break</b>	<b>Team Room</b>	<b>None</b>	<b>Refresh/get ready</b>
1000 - 1045	TRAVEL TO WOODFORD OR MANCHESTER AIRPORT	Mini Bus	Mini Bus	Travel
1045 - 1230	WOODFORD OR MANCHESTER AIRPORT	Training ground	PPE	Problem communication, solving working together
<b>1230 -1315</b>	<b>Lunch</b>	<b>Team Room/Forest</b>	<b>None</b>	<b>Refresh</b>
1315 - 1430	WOODFORD OR MANCHESTER AIRPORT	Training ground	PPE	Problem communication, solving working together
<b>1430 - 1445</b>	<b>Break</b>	<b>Team Room</b>	<b>None</b>	<b>Refresh</b>
1430 - 1500	TRAVEL BACK	Mini Bus	Mini Bus	Return
1500 - 1515	Review day, look forward and tidy up	Team Room	Flip chart, pens	End day

## Cheshire Fire and Rescue Service - RESPECT Team

### Week 10: Basic Fire Fighter Training 3



Session 10: Aims	
1)	To build and strengthen prior course learning in preparation for graduation
Objectives	
1)	To practice hose running and ladders drills
2)	To prepare and practice for presentation

Time	Activity	Place	Props	Reason
0930 - 0940	Welcome	Team Room	None	Time to let everyone arrive
0940 - 0945	PARADE	Outside	None	Inform group of day. Listen skills, discipline
0945 - 1100	COMBINATION DRILLS	Outside	PPE, delivery hose, ladders	Communication skills, working together. Re-enforcement
<b>1100 - 1115</b>	<b>Break</b>	<b>Team Room/Outside</b>	<b>None</b>	<b>Refresh</b>
1115 – 1230	COMPETITION DRILLS	Outside	PPE, Ladder, Rope, delivery hose	Communication skills, working together. Re-enforcement
<b>1230 – 1315</b>	<b>Lunch</b>	<b>Team Room/Outside</b>	<b>None</b>	<b>Refresh</b>
1315 – 1415	PRESENTATION PREPARATION	Team Room	Pens, paper, flip chart	Prepare for final day
<b>1415 – 1430</b>	<b>Break</b>	<b>Team Room/outside</b>	<b>None</b>	<b>Refresh</b>
1430 – 1445	PRESENTATION PREPARATION	Team Room	Pens, Paper	Prepare for final day
1445 – 1500	REVIEW, LOOK FORWARD, TIDY UP	Team Room	Pens, paper, envelopes	Review

## Cheshire Fire and Rescue Service - RESPECT Team

### Week 11: Graduation



Session 11: Aims	
1)	Team to provide a overview of their achievement during the RESPECT programme to the public
Objectives	
1)	To complete a combination drill showing correct use of equipment
2)	For each individual to verbally evaluate the course to the public
3)	To have achievements acknowledged

Time	Activity	Place	Props	Reason
1100 – 1105	Welcome	Team Room	None	Time to let everyone arrive
1105 – 1115	PARADE	Outside	None	Inform group of day. Listen skills, discipline
1115 – 1230	PRACTICE FINAL DRILLS	Outside	PPE, delivery hose, ladders	Communication skills, working together. Re-enforcement
<b>1230 – 1300</b>	<b>Lunch</b>	<b>Team Room/Outside</b>	<b>None</b>	<b>Refresh</b>
1300 – 1330	PRACTICE SPEECHES & PRESENTATION FORMAT	Appliance Bay	Microphones, computers	Practice rehearsal
<b>1330 – 1400</b>	<b>Relax</b>	<b>Team Room/Outside</b>	<b>None</b>	<b>Relax get ready</b>
1400 – 1500	PRESENTATION	Appliance bay/drill ground	Outreach, PPE mic's	Presentation
1500 – 1530	PHOTOS & FOOD	Appliance bay/drill ground	None	Finish off
1530 – 1545	REVIEW, LOOK FORWARD, TIDY UP	Team Room	Pens, paper, envelopes	Review



**Cheshire Fire and Rescue Service - RESPECT Team**  
**Week 12: Back up week – to be worked on – possible Hydraulic Platform**

Time	Activity	Place	Props	Reason
0930—0940	Welcome	Team Room	None	Time to let everyone arrive
0940—0950	Kit up PARADE	Outside	None	Inform group of day. Listen skills, discipline
0945--1100	COMBINATION DRILLS	Outside	PPE, delivery hose, ladders	Communication skills, working together. Re-enforcement
1100 -- 1115	Break	Team Room/Outside	None	Refresh
1115 -- 1230	COMBINATION DRILLS	Outside	PPE, Ladder, Rope, delivery hose	Communication skills, working together. Re-enforcement
1230—1315	Lunch	Team Room/Outside	None	Refresh
1315—1415	COMPETITION DRILLS	Outside	PPE	Competition
1415—1430	Break	Team Room/outside	None	Refresh
1430—1445	PRESENTATION PREPARATION	TEAM Room	Pens, Paper	Prepare for final day
1445—1515	REVIEW, LOOK FORWARD, TIDY UP	Team Room	Pens, paper, envelopes	Review

## **Appendix 6**

### **Strengths and Difficulties Questionnaire**

**(© Youth in Mind)**



For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

Your Name .....

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

Overall, do you think that you have difficulties in one or more of the following areas:  
emotions, concentration, behaviour or being able to get on with other people?

No	Yes- minor difficulties	Yes- definite difficulties	Yes- severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

- How long have these difficulties been present?

Less than a month	1-5 months	6-12 months	Over a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties upset or distress you?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties interfere with your everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
HOME LIFE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEISURE ACTIVITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties make it harder for those around you (family, friends, teachers, etc.)?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Signature .....

Today's Date .....

**Thank you very much for your help**

# Strengths and Difficulties Questionnaire

S11-16  
FOLLOW-UP

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last month.

Your Name .....

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

**Please turn over - there are a few more questions on the other side**

Since coming to the clinic, are your problems:

Much worse	A bit worse	About the same	A bit better	Much better
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has coming to the clinic been helpful in other ways, e.g. providing information or making the problems more bearable?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Over the last month, have you had difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

No	Yes-minor difficulties	Yes-definite difficulties	Yes-severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

- Do the difficulties upset or distress you?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties interfere with your everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
HOME LIFE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEISURE ACTIVITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do your difficulties make it harder for those around you (family, friends, teachers etc.)?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your signature .....

Today's date .....

**Thank you very much for your help**

## Glossary

**APIR Framework** is the assessment, planning, implementation and review tool used by the personal advisors with the Connexions service.

**Course facilitators** are the four members of staff who are delivering the Stage One course. They have a generic Youth Engagement Team Youth Support Officer job description.

**Detached youth work** is the philosophy behind the RESPECT provision in the borough of Halton.

**Dismissals** are the young people who have been excluded from the Stage One courses, usually because of poor behaviour.

**Evaluators** are the staff from the Centre for Public Health Research at the University of Chester who have been commissioned to undertake a three year evaluation of the programme.

**Graduates** are the young people who are present at the ceremony on the final week of the Stage One course.

**January 2007 course** is the Stage One course with sessions beginning during the week commencing 22<sup>nd</sup> January 2007 and ending during the week commencing 26<sup>th</sup> March 2007.

**Leavers** are the young people who have chosen to leave the Stage One course.

**May 2007 course** is the Stage One course with sessions beginning during the week of 1<sup>st</sup> May 2007 and ending during the week commencing 13<sup>th</sup> July 2007.

**Non-starters** are the young people who were referred to the Stage One course and where allocated a place but did not attend any of the sessions.

**On the Streets project** is the element of RESPECT in operation in Halton. It is primarily funded by the Neighbourhood Renewal Fund.

**Project manager** is the member of staff appointed to develop and manage the RESPECT programme over the three year period.

**Referrals** are the young people who have been put forward by a school or other agency to join either Stage One, Stage Two or the summer holiday project.

**Referred and allocated** are the young people who have been referred by to the Stage One course and have been allocated a place at one of the venues.

**RESPECT programme** is the whole programme, encompassing Stage One, Stage Two, the summer holiday project and the On the Streets project.

**School liaison officer** is one the core post within the RESPECT programme.

**September 2006 course** is the Stage One course with sessions beginning during the week commencing 25<sup>th</sup> September 2006 and ending during the week commencing 11<sup>th</sup> December 2006.

**Stage One course** is the one day a week 10 or 11 week course that is planned to run three times a year. At any time there will be a number of courses running in different locations in Cheshire and Warrington.

**Stage Two alternative programmes** are other provision that RESPECT staff may refer young people to if they have not responded to Stage One.

**Stage Two Youth Federation Support** is designed to utilise youth work and informal education to provide tailored support to young people who have not responded to Stage One.

**SDQ** is the Strengths and Difficulties Questionnaire. Full details of the Questionnaire are given in Appendix 1 and a copy is contained in Appendix 6.

**Summer holiday programme** is part of the RESPECT bid and is designed to be preventative programme.

**Support staff** are workers who attend Stage One or Stage Two courses with the young people. They may be classroom assistants, learning mentors, Connexions advisors or other workers known to the person they are accompanying.

**Youth Engagement Team** is the division of the Cheshire Fire and Rescue Service within which the RESPECT programme is placed.